LESSONS IN WORLD HISTORY

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THE UCI CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT

The California History-Social Science Project (CH-SSP) of the University of California, Irvine, is dedicated to working with history teachers in Orange County to develop innovative approaches to engaging students in the study of the past. Founded in 2000, the CH-SSP draws on the resources of the UCI Department of History and works closely with the UCI Department of Education. We believe that the history classroom can be a crucial arena not only for instruction in history but also for the improvement of student literacy and writing skills. Working together with the teachers of Orange County, it is our goal to develop history curricula that will convince students that history matters.

HUMANITIES OUT THERE

Humanities Out There was founded in 1997 as an educational partnership between the School of Humanities at the University of California, Irvine and the Santa Ana Unified School District. HOT runs workshops in humanities classrooms in Santa Ana schools. Advanced graduate students in history and literature design curricular units in collaboration with host teachers, and conduct workshops that engage UCI undergraduates in classroom work. In the area of history, HOT works closely with the UCI History-Social Science Project in order to improve student literacy and writing skills in the history classroom, and to integrate the teaching of history, literature, and writing across the humanities. The K-12 classroom becomes a laboratory for developing innovative units that adapt university materials to the real needs and interests of California schools. By involving scholars, teachers, students, and staff from several institutions in collaborative teaching and research, we aim to transform educational practices, expectations, and horizons for all participants.

THE SANTA ANA PARTNERSHIP

The Santa Ana Partnership was formed in 1983 as part of the Student and Teacher Educational Partnership (STEP) initiative at UC Irvine. Today it has evolved into a multi-faceted collaborative that brings institutions and organizations together in the greater Santa Ana area to advance the educational achievement of all students, and to help them enter and complete college. Co-directed at UC Irvine by the Center for Educational Partnerships, the collaborative is also strongly supported by Santa Ana College, the Santa Ana Unified School District, California State University, Fullerton and a number of community based organizations. Beginning in 2003-2004, HOT has contributed to the academic mission of the Santa Ana Partnership by placing its workshops in GEAR UP schools. This unit on New Imperialism: Africa reflects the innovative collaboration among these institutions and programs.

CONTENT COUNTS: A SPECIAL PROJECT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

This is one in a series of publications under the series title Content Counts: Reading and Writing Across the Humanities, supported by a generous grant from the National Endowment for the Humanities. Content Counts units are designed by and for educators committed to promoting a deep, content-rich and knowledge-driven literacy in language arts and social studies classrooms. The units provide examples of “content reading”—primary and secondary sources, as well as charts, data, and visual documents—designed to supplement and integrate the study of history and literature.
UNIT INTRODUCTION FOR TEACHERS

In accordance with California State Content Standard 10.4 (History-Social Science), this unit introduces students to the era of New Imperialism across the continent of Africa. Through a close examination of primary sources—including contemporary photographs, political cartoons, literature, poetry, letters, and government reports—the unit provides students with a deeper understanding of the European colonization of Africa in the late-nineteenth and early-twentieth centuries. This unit includes a discussion of the persistence of slave-like conditions in Africa long after the demise of the trans-Atlantic slave trade, and of the link between the rise of industrial economies in Europe and the European imperial project in Africa. In discussing European colonialism in Africa, the unit addresses the roles played by Social Darwinism, the missionary impulse, the drive for raw materials, and the system of indirect rule. It explains the causes and effects of imperial rule from the perspectives of both the colonizer and the colonized, and gives proper attention to the variety of responses by Africans living under colonial rule, including anti-colonial resistance.

IMAGE A: Sugar-Coating Imperialism

Lessons in World History

New Imperialism: Africa

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS ADDRESSED IN THIS UNIT

Skills: Grades Nine through Twelve

- **Chronological and Spatial Thinking Skills**
  - Students analyze how change happens at different rates at different times; understand that some aspects change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
  - Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration.

- **Historical Research, Evidence, and Point of View Skills**
  - Students identify bias and prejudice in historical interpretations.
  - Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

- **Historical Interpretation Skills**
  - Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
  - Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
  - Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Content Standards: Tenth Grade

- **10.3 Students analyze the effects of the Industrial Revolution**
  - **10.3.4** Trace the evolution of work and labor, including the demise of the slave trade.

- **10.4 Students analyze patterns of global change in the era of New Imperialism in Africa.**
  - **10.4.1** Describe the rise of industrial economies and their link to imperialism and colonial-ism (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 colonial rule of such nations as England, France, Germany, Italy, the Netherlands, and Portugal.
  - **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.
NOTES ON THE PDF:
1) Please note that in this pdf document the page numbers are two off from the printed curriculum. For example, page 2 in the printed curriculum is now page 4 in this pdf document.
2) We apologize if some of the hyperlinks are no longer accurate. They were correct at the time of printing.
3) Full-page versions of the images in this unit—some in color—can be found at the back of this pdf.
4) You can easily navigate through the different parts of this document by using the “Bookmark” tab on the left side of your Acrobat window.

BIBLIOGRAPHY

New Imperialism: Africa

Books


McClintock, Anne. Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest. New York and London: Routledge, 1995. Literary historian Anne McClintock analyzes the racialized and sexualized language and imagery of European imperialism, focusing primarily on examples from the British Empire in the nineteenth and early-twentieth centuries. Topics include the hyper-sexualization of cross-cultural encounters, the racialization of sexual difference, and the prevalence of racialist imagery in imperial advertising.

Singleton-Gates, Peter and Maurice Girodias. The Black Diaries: An Account of Roger Casement's Life and Times with a Collection of his Diaries and Public Writings. New York: Grove Press, 1959. This book contains portions of Casement's infamous 1903 diary chronicling his trip up the Congo River, as well as his official report on the atrocities taking place in the Belgian Congo, which was submitted to the British authorities.

Smith, Bonnie G. Imperialism: A History in Documents. Oxford and New York: Oxford University Press, 2000. This is one volume in a series of primary-source collections produced by a collection of the nation's leading historians. This particular volume contains an assortment of photographs, posters, cartoons, and paintings, as well as excerpts from diaries, letters, and government reports, providing students with a vivid portrait of the mentalities and conditions of modern imperialism. This book contains an abundance of primary-source material that can be excerpted or adapted quickly for use in the high-school classroom.
Tignor, Robert, ed. Worlds Together, Worlds Apart: A History of the Modern World from the Mongol Empire to the Present. New York: W.W. Norton & Company, 2002. This college-level World History textbook is recommended for high-school teachers looking to gain more background knowledge, and also contains an abundance of abridged primary-source material to be used in the classroom.

Film

Pontecorvo, Gillo, director. Burn! (Queimada). Starring Marlon Brando. 1969. Burn!, which features a critically acclaimed performance by the late Marlon Brando, is set in a Portuguese colony in the late-nineteenth century Caribbean. The plot revolves around a British agent named Sir William Walker (Brando), who is sent to the Portuguese controlled island with the order to foment a slave rebellion. During the film, Walker gives a fascinating speech to the plantation owners, arguing that their colonial enterprises would be even more profitable under a system of “free” labor, since ex-slaves would not have any outside employment opportunities as long as colonial elites continued to own all of the land.

Berg, Nicolas, director. Heart of Darkness. Starring Tim Roth and John Malkovich. 1994. This film is a recreation of Joseph Conrad’s 1902 novel of the same name. Although Conrad’s story is fictional, it is based on the actual atrocities he witnessed firsthand during his visit to the Belgian Congo. This film will provide students with a vivid image of what life might have been like deep within the bowels of the Congo River basin, far removed from the direct control of the colonial authorities. The plot follows young Captain Marlow’s (Roth) journey up the river, as he searches for the mysterious Mr. Kurtz (Malkovich), who has “gone native” and established a monopoly on the local ivory trade.

Electronic Resources

Casa Historia

www.casahistoria.net/imperialism.htm

Casa Historia provides a variety of links to other helpful websites, as well as online primary sources related to the history of European imperialism in Africa in the nineteenth and twentieth centuries.

The “New” European Imperialism

www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-NewImperialism.htm

This site contains links to a variety of primary sources related to European Imperialism in Africa. California teachers will find this site particularly useful in that the materials listed have been chosen specifically for use with high school students and have been organized according to the California State Content Standards.

Paul Halsall’s Internet Modern History Sourcebook

www.fordham.edu/halsall/mod/modsbook.html

This site contains an enormous collection of primary-source documents, including materials related to European imperialism in Africa, which can be accessed by clicking on “Imperialism” on the navigation bar at the left of the page, and then by clicking on the link labeled “Africa.”

Perry-Castañeda Library Map Collection at the University of Texas-Austin

www.lib.utexas.edu/maps

This University of Texas online resource contains a variety of contemporary and historical maps, including portrayals of colonial Africa.

The University of Idaho’s Repositories of Primary Sources: Africa and the Near East

www.uidaho.edu/special-collections/AFRICA.htm

This website provides a sizeable collection of links to universities and national archives from across the African continent and the Near East.
**Key Terms**

**New Imperialism: Africa**

**The Enlightenment**: a philosophical movement primarily associated with French (Voltaire, Rousseau) and German (Kant) intellectuals of the eighteenth century, which emphasized the use of reason and science to challenge religious doctrines and traditional social hierarchies. Enlightenment thinkers were vigorous participants in an emerging eighteenth-century discourse of human rights, and their ideas deeply influenced the founding fathers of the United States and the leaders of revolutionary France. Although Enlightenment intellectuals denounced the practice of slavery in their societies as a denial of natural rights, the eighteenth and early-nineteenth centuries witnessed growth in the African slave trade, accompanied by the expansion of European colonialism and the plantation system in the New World.

**Emancipation**: the act of liberating people who are subjected to the power of another through slavery or other forms of political or economic dependence. In this case, emancipation refers to the liberation of people of African descent from the system of chattel slavery that dominated the economies of the colonial New World.

**Abolition**: the act of revoking or eliminating a law, decree, debt, custom, practice, or institution. In this case, abolition refers to the cessation of the colonial practice of trading and owning slaves and the elimination of all of the laws that supported and sustained the practice. Although the idea is somewhat counterintuitive, students should be encouraged to contemplate the ways in which abolition was used to justify expansion of European imperial dominion in Africa. Specifically, the continued existence of slavery in Africa following the eradication of the trans-Atlantic slave trade helped Europeans justify their desire to colonize the continent entirely in order to spread the civilizing mission of abolition.

**Imperialism**: the policy or practice of endeavoring to extend the authority, control, or dominion of a nation or empire over foreign populations. Although discussions of cultural imperialism have become more prevalent in academic circles, the use of the term “imperialism” in this unit refers more specifically to the territorial acquisitions of a nation or empire in a distant land, including attempts to establish political hegemony over a previously sovereign people and to control the economic resources within the contested territory.

**Colonialism**: the act of establishing settlements on a distant territory, a process often closely linked to imperialism. In the African case, the presence of lethal diseases and unfamiliar tropical climates kept European colonial settlement relatively low, with notable exceptions being the French settlement of Algeria and the British and Dutch colonization of southern Africa. Nonetheless, the abundant resources present on the continent (including rubber, palm oil, and diamonds) made African colonial possessions vital assets to the national economies of the European imperial powers, irrespective of the number of European settlers residing there.

**Market Economy**: a market that operates via the voluntary exchange of goods, services, money, and credit in a free market system, without the direction and control of a supervising authority. For the educational purposes of this unit, students should understand that the European colonization of Africa brought African peoples under the sway of a market economy whose forces they did not understand. Although most native Africans (especially in the interior) never came into direct contact with colonial authorities, European traders, or settlers, the global demand for resources such as rubber, palm oil, and diamonds forced them to reorganize their labor time. This left them less time to grow, collect, and hunt the foods required for their basic subsistence.

**Raw Materials**: unfinished resources or goods that manufacturers transform into consumable products. Students should be encouraged to understand that although the standard of living in colonial Africa was quite poor, the continent possessed a wealth of valuable raw materials, such as diamonds, palm oil, and rubber. The drive of European companies to gain control of these resources was the cause of tremendous social unrest within local African communities.

Key Terms continue on next page
Social Darwinism: the application of Darwinist biological theories to the study of human societies, resulting in a social theory that argued that the political and economic dominance of certain nations or racial groups demonstrated their biological or genetic superiority.

Missionary Work: in this case, the organized efforts of European Christians to convert Africans to Christianity. Missionary work in Africa also included language instruction and general education for local populations. Students should be encouraged to understand that European missionaries in Africa were often outspoken critics of the brutalities committed by the armed militias of European corporations, and attempted to make the residents of their home countries conscious of the horrific conditions that reigned in colonial Africa.

Anti-colonial Resistance: in this case, the efforts of native Africans—individuals and communities alike—to oppose European colonialism and political authority. Students should be encouraged to understand the various options available to Africans confronted with European political and military might. Native populations did not simply submit willingly to European dominance, but resisted it through a variety of strategies.

TEACHER’S GUIDE AND ANSWER KEY

PART ONE: The Abolition of Slavery

The short introduction and images in this section provide students with the requisite background on the history of the abolition of slavery. Whereas American textbooks tend to focus on the date of Lincoln’s Emancipation Proclamation (1863), this section places abolition in the United States in a global context by including the British and Brazilian dates as well. The purpose behind juxtaposing multiple histories of emancipation and continued enslavement is to complicate the traditionally linear and progressive narrative of abolition. By introducing students to the notion that the conditions of slavery persisted on the African continent even after the legal abolition of the practice, we hope to ignite a spark of curiosity in students, which will draw them into the lesson materials from the outset.

Students’ answers to the first two questions in this lesson—both of which refer to the portrait of newly emancipated slaves in British West Africa in 1834—will vary. Students should notice the sense of euphoria captured in the portrait, as well as the religious imagery, as evidenced by the streak of sunshine bursting through the clouds to illuminate the rejoicing figures. Students should also be encouraged to consider audience, and the fact that this portrait was designed for British subjects who had never been to the New World or seen the evils of slavery firsthand. This image would have allowed its audience to imagine abolition as a single moment of peaceful liberation rather than as a product of decades of struggle and resistance. Students should be encouraged to question such an idealized portrayal of emancipation. Without access to land ownership, education, or citizenship, former slaves faced enormous adversity in trying to overcome entrenched socio-economic differences.

Question #3 is linked to the lower picture (Image 2), which displays a chain gang in early-twentieth century colonial Africa. Although the question asks students to speculate on the reasons that slave-like conditions persisted in Africa despite the international abolition of the practice of slavery decades before, it is not necessary for the students to have a coherent answer at this point since the topic will be explored throughout the remainder of the unit. It might be effective to have your students brainstorm and come up with possible motivations that would cause one human being to attempt to enslave another. In this case, the teacher should acknowledge any student responses that touch upon economic incentives and the financial benefits that come from having control over another person’s labor; these connections will become more apparent as the unit progresses.
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Part One Teacher’s Guide

Part One Student Worksheets

STUDENT WORKSHEETS

PART ONE: The Abolition of Slavery

Many Enlightenment thinkers had expressed opposition to the practice of slavery in their philosophical societies, seeing it as a denial of natural rights. Nevertheless, European slave traders continued to bring captured Africans to work plantations and mines in the New World. In the early 1800s, social activists in Europe and the Americas denounced slavery as a social evil and demanded the emancipation of enslaved peoples, who were often of African descent. Eventually, their governments responded to this call for the abolition of slavery in their territories. The British Parliament, for example, passed the Slavery Abolition Act in 1833, giving all slaves in the British Empire their freedom. New World countries gradually followed suit.

IMAGE 1: Celebrating emancipation, 1834

Glossary

Enlightenment: an eighteenth-century intellectual movement that stressed the use of reason and science.

emancipate: to set someone free from the power of another.

abolition: the act of doing away with something, in this case, slavery.
In the United States, the ratification of the Thirteenth Amendment to the Constitution ended slavery in 1865, and in Brazil—the largest importer of African slaves—the “Golden Law” outlawed slavery in 1888. The abolition of slavery, however, did not bring about racial equality, and many Africans in both Africa and the New World continued to live in slave-like conditions.

Examine the two previous images and answer the questions below.

1. The picture on page 7 shows newly-freed slaves in the British colonies celebrating their emancipation in 1834. How would you describe the mood of the people pictured?

2. Do you think this drawing is an accurate portrayal? Why? Why not?

3. The picture above was drawn in the early 1900s. Why do you think these people were enslaved even after slavery legally had been abolished?
PART TWO: The European Scramble for Africa

The purpose of the map activity in this lesson is to familiarize the students geographically with the continent of Africa and to provide them with a visual representation of the European colonial presence there. Using the shaded map to answer the first question, the students should be able to discern that England, France, Germany, Belgium, Portugal, Italy, and Spain all maintained colonial possessions in Africa. After coloring in the colonial landscape themselves (question #2), the students should notice that England and France were the two main imperial powers in Africa (question #3). At this point, it might be interesting to mention to students that English and French are still spoken in those regions of Africa today, as a direct result of these imperial projects. The answer to question #4 (how many African nations were able to resist colonization) is that there were only two: Liberia and Ethiopia. Liberia, of course, was established in 1820 as a home for former slaves in the Americas who were returning to Africa, and the fact that its capital city of Monrovia was named after U.S. President James Monroe reveals the important role that the United States played in this particular national project. The ancient monarchy of Ethiopia possessed one of the oldest Christian populations on the globe and managed to maintain independence until an invasion by Italy (under Mussolini) in 1936.

The subsection contained under the heading “British Imperialism” asks students to analyze a political cartoon depicting the British colonial ruler Cecil Rhodes stretching across the entire content of Africa. (This is, incidentally, the man for whom both the colony of Rhodesia—now the nation of Zimbabwe—and the famous Rhodes scholarship were named.) The cartoon drawing and the quotation in question #4. Both the cartoon drawing and the quotation demonstrate Rhodes’ unquestioned and uncritical faith in the British imperial project and underscore the extent to which he credited himself personally with the expansion of the British Empire. The cartoon implies that Rhodes thought of Africa as a prize waiting to be claimed, rather than a world teeming with a vast assortment of vibrant cultures and peoples whose rights to freedom and independence deserved respect.
STUDENT WORKSHEETS

PART TWO: The European Scramble for Africa

IMAGE 3: Colonial Africa
The Industrial Revolution helped many western nations achieve unmatched economic and political power. In 1884, leaders of the European powers held an international conference in Berlin to discuss the partition of Africa. Without much knowledge of or regard for traditional African ethnic communities and territorial boundaries, Europeans drew their own borders and agreed to recognize the colonial acquisitions of any other European power. Within just 30 years, almost all of Africa—a continent four times as large as Europe—was under European political control.

MAP ACTIVITY

*You will need different colored pens or magic markers for this exercise.*

1. Look at the map of Africa on the previous page (from 1914). Which countries held colonies in Africa?

2. Using a different-colored marker for each of the European nations you listed in Question #1, color in that nation’s colonial territories.

3. Which two countries held the most land in Africa?

4. According to this map, how many African nations managed to resist colonization (as of 1914)?

*Circle them on your map.*
BRITISH IMPERIALISM

The cartoon below shows Cecil Rhodes, a ruler in British colonial Africa. Use the picture to answer the following questions:

1. How is Cecil Rhodes dressed? What items is he carrying?

2. What is he standing on?

3. Based on this picture, how do you think Cecil Rhodes viewed the continent of Africa? Why?

4. Rhodes was once quoted as saying, “I would annex the planets if I could.” What do you think he meant by this?
Lessons in World History

New Imperialism: Africa

In this section students learn that although much of its population lived in poverty, sub-Saharan Africa was actually rich in raw materials, a fact that often encouraged brutally exploitative labor practices. The photograph of mutilated children shown here (Image 5) provides evidence of a common practice in colonial Africa. Private companies (in this case, representing the rubber industry) typically employed local militiamen to force the indigenous population to meet collection quotas. The penalty for failing to meet such quotas was often administered through amputation. The picture shown here was taken by Christian missionaries to be sent back to Europe in order to expose the horrors of the rubber trade to sympathetic audiences in their home country. The missionaries naturally hoped to generate enough public pressure to force the colonial government to toughen its stance on this heinous practice. Since the quota system will be explored in further detail later in the lesson, it is not necessary for the students to make larger connections at this point.

The next image (Image 6) is a political cartoon that was originally titled “In the Rubber Coils.” It first appeared in the British magazine Punch in 1906. King Leopold of Belgium is depicted here as a satanic snake. (The Belgian-ruled Congo was a focal point of the African rubber trade.) When analyzing the cartoon, the students should be able to discern—from observing the white-skinned human face and regal crown—that the evil snake is meant to represent a European monarch, although they probably will not come up with the figure of King Leopold of Belgium without some teacher assistance. Since both the cartoon’s original caption (and the revised one that appears below the image) are written in English, students should be able to figure out that it was intended for an English-speaking audience, in this case a British audience. The connection raised by the bonus question (about how these images might have been used to justify British imperialism) is a bit more challenging, but more adept students might understand that the political cartoon shown here satirizes the Belgian monarch for a British audience. It is important to note that the object of criticism in this case is not the British government or colonial authorities, but rather the atrocities being committed under Belgian colonial rule. Proponents of empire often employed such allegations to make the case that the British crown should have focused on expanding its colonial dominions in Africa so that it could eliminate the brutality and violence that prevailed in other regions of the continent. In this way, evidence of the harsh conditions of the European imperialist project in Africa often worked to refuel competing nationalistic and imperialistic aims.
The imperialist powers saw Africa as a valuable source of raw materials that would fuel their growing economies. European businessmen made enormous profits by controlling the African trade in rubber, coffee, ivory, diamonds, palm oil, cotton, tea, and tobacco. Unfortunately, the drive for profit often led to incredible brutality and crimes against humanity.

In the Congo, for example, which was under the rule of the Belgian King Leopold, local people were forced to collect rubber and other natural resources. Missionaries reported that African workers were killed for failing to meet their quotas. Belgian agents collected amputated hands and sent them back to the king as proof that his strict policies were being enforced.

Examine the photo and answer the following questions.

1. Why do you think these children are missing their hands? Who injured them and why?

2. Who do you think took this picture?

3. For what audience was this picture intended? Why?
Look at Image 6 and answer the following questions

1. Which political figure is represented as a snake in this cartoon?

2. Who do you think the intended audience was? Hint: look at the language of the caption.

**IMAGE 6:** Caught up in the evils of the rubber trade

The original caption for this political cartoon from 1906 was “In the Rubber Coils.”

*In the space below, design your own caption for the cartoon:*

**Bonus questions**

The picture above and the one on the previous page depict the situation in Belgian colonial Africa for a British audience.

1. How might these images have been used to justify British imperialism?

2. Do you think this is a contradiction? Why/Why not?
PART FOUR: Different Motives of the New Imperialism (The “White Man’s Burden”)

In this section, Rudyard Kipling’s famous poem, “The White Man’s Burden,” provides the launching point for a discussion about the mentality of the European imperial mind. The important point to stress to students—so perfectly captured in Kipling’s poem—is that the European powers did not view the imperialist project in terms of aggression or exploitation, but rather thought of the enterprise in terms of a burden or obligation to instruct and “lift up” the “savage” and “uncivilized” peoples of the earth. In response to the first of the two questions that relate to the poem, students should note that the phrase used to describe non-Europeans is “half-devil” and “half-child.” Answers to the second question will vary, but students should be encouraged to understand that both expressions (“half-devil” and “half-child”) place the colonized in a subordinate position vis-à-vis the European colonizer. Students might also make links between the term “half-devil” and the idea that the African and Asian populations over which the European powers ruled were often non-Christian and therefore were thought of as heathens. The term “half-child,” on the other hand, implies that colonized peoples, although in need of education and instruction, possessed the potential to become participants in the global community of civilized, rational, and free human beings.

The second activity in this section asks students to analyze an early-twentieth century advertisement created by a British soap company. Students should be encouraged to recognize the way in which this advertisement links civilization to both cleanliness and whiteness. It is also interesting that the man shown washing his hands is dressed in an all-white naval uniform, underscoring his cleanliness. The phrase “dark corners of the earth” refers to Britain’s colonial possessions in the earth’s more tropical regions, especially sub-Saharan Africa, which was sometimes referred to as the “dark continent.” In this particular advertisement, however, darkness is also being linked to dirtiness.
StUDENT WORKSHEETS

PART FOUR: Different Motives of the New Imperialism
(The “White Man’s Burden”)

Some westerners felt that it was their responsibility to help “civilize” the “savage” inhabitants of colonial lands in order to make them more “modern” and European. The English writer Rudyard Kipling, for example, displayed such an attitude in his 1899 poem entitled “The White Man’s Burden,” the first stanza of which is printed to the right.

Take up the White Man’s Burden—
Send forth the best ye breed—
Go bind your sons in 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. Which line in the poem describes non-white people?

2. Why do you think the author uses these words?
THE “WHITE MAN’S BURDEN” IN ADVERTISING

Before the advent of radio and television, companies relied heavily on posters like this to advertise their products. In this ad, the Pears’ Soap company equates the use of its product with fulfilling “The White Man’s Burden.”

The advertisement claims that

_Pears’ soap is a potent factor in brightening the dark corners of the earth as civilization advances…_

What do you think the phrase “dark corners of the earth” refers to? Why?

_IMAGE 7: Imperialism in advertising—Pears’ Soap_
GROUP ACTIVITY

Imagine that you are an African businessman/woman in the early 1900s, whose company is manufacturing soap for African consumers:

1. Give your product a name:

2. Design an advertisement (including a slogan) for an African audience.

Draw your soap advertisement here:
PART FIVE: Different Motives of the New Imperialism (Social Darwinism)

This section builds on the discussion of the “White Man’s Burden” from Part Four, turning students’ attention towards the prevalence of Social Darwinist thought in European imperialist projects. Students should respond immediately to the overtly racialist implications of the soap advertisement shown in this section (Image 8). The ad’s underlying message is that dark skin is a condition that can—and should—be treated and cured. The ad equates dark skin with dirtiness and places the white-skinned child in the role of a teacher instructing the “savage” child about the customs of civilized folk. This Pears’ Soap advertisement reveals a Social Darwinist mentality in that it links whiteness to cleanliness and civilization, while treating blackness as an undesirable or inferior physical characteristic. Naturally, answers to the discussion questions will vary, but students should be encouraged to share their responses with their classmates.

IMAGE B: Design for Nyasaland Postage Stamps

PART FIVE: Different Motives of the New Imperialism (Social Darwinism)

Some scholars applied Darwin’s theories of evolution—such as the notion of “survival of the fittest”—to human societies. According to the pseudo-science of Social Darwinism, Europe’s economic and political strength was proof of the superiority of the European “race.” This idea served as a justification for imperialism, as (white) Europeans claimed it was their mission to bring “civilization” to the “savage” people in their colonies, often in the form of new products and technology. Imperial images also played an important role in building national pride at home.

Above is another advertisement for Pears’ Soap from the early 1900s. Answer the questions on the next page. Then, share your examples with your classmates.
1. What is the advertisement’s message?

2. This poster is missing a caption. *Design your own caption to accompany it:*

3. How does this advertisement for Pears’ Soap display Social Darwinist ideas?

4. Would you be surprised to see this advertisement (or a similar one) in a store today? Why? Why not?

5. Can you think of any commercials that are racially insensitive, or play on racial stereotypes?

6. Can you think of any commercials or television shows today that contain Social Darwinist ideas?

7. Can you think of any examples of Social Darwinist thinking in sports and sports journalism?

8. How might the distinction between the “work ethic” versus “natural ability,” for example, reflect the ideas of Social Darwinism?
PART SIX: Indirect Rule

Understanding the colonial practice of “indirect rule” is a crucial aspect of any attempt to explain the contradictions highlighted at the start of this unit, when we discussed the persistence of slave-like conditions in colonial Africa despite the international abolition of slavery. Following the demise of the trans-Atlantic slave trade, many African kingdoms that had previously specialized in capturing and selling slaves began to focus on developing plantations that could produce export crops. Although the European powers were attracted by the potential profits of these industries, as well as the continent’s abundance of diamonds, rubber, and other raw materials, they knew that they could not establish political rule over the vast terrain of Africa without incurring significant administrative expense. The solution to this dilemma was “indirect rule,” the practice of cooperating with indigenous leaders in order to harness the labor power of local populations. Large western corporations typically made payments to chiefs and tribal leaders who promised to fulfill certain production requirements. Armed militias patrolled the jungle interior, forcing locals to meet collection quotas. Meanwhile, colonial authorities turned a blind eye to the violent practices of forced (and uncompensated) labor that were taking place under their watch.

The work of Roger Casement made significant strides in exposing the brutalities of the African rubber trade to a sympathetic British audience. His extensive interviews with local workers provided irrefutable evidence of heinous work conditions involving forced labor and bodily mutilations, and also suggested that European colonial officials and corporate leaders had encouraged much of the violence. The short interview excerpt and follow-up questions provided in this section are designed to prompt students to contemplate the harmful consequences resulting from the system of indirect rule. In answer to question #3, students should be encouraged to consider how the forced search for raw materials such as diamonds and rubber pulled local people away from the tasks they normally carried out (farming, hunting, fishing, etc.) in order to meet the demands of food production necessary to maintain their basic level of subsistence. In this case, forced rubber collection led to a decrease in food production and, eventually, mass starvation. The rubber collected by these people was typically sold for export to Europe and North America (question #4) to meet the demands of industrial production. The invention of vulcanized rubber in the mid-nineteenth century dramatically increased the speed and efficiency of industrial machinery. Today rubber is used to make car and bicycle tires, erasers, rubber bands, boots, and tennis balls (question #5).
PART SIX: Indirect Rule

Superior technology and weaponry gave the European powers a huge advantage over native African populations, and allowed European nations to conquer large portions of the continent rather quickly.

European leaders soon realized, however, that they could not rule the great variety of local African communities without spending an enormous amount of money. The solution to this problem was called “indirect rule.” The European colonial authorities cooperated with local African leaders in order to exploit native workers and gain access to the continent’s valuable raw materials. In practice, indirect rule often meant overlooking the use of forced labor and the presence of slave-like conditions.

The people shown in the picture above searched the inner reaches of the Congo jungle in order to collect rubber for large companies.

1. Do you think they were paid well for their labor? Why? Why not?

2. What do you think happened to the rubber that they collected? Where did it go? What was it used for?
ROGER CASEMENT

Roger Casement was a member of the British consular service when he traveled to the Belgian-ruled Congo in 1903. The report he submitted to the British authorities exposed the horrific conditions of the African rubber trade. He conducted interviews with local community members, which revealed the results of indirect rule.

Read the following excerpt from Casement’s report and answer the questions below:

Casement: “How much did you get paid for this?”
Entire audience: “We got no pay. We got nothing.”
One local: “Our village got cloth and a little salt, but not the people who did the work. Our chief ate up the cloth; the workers got nothing…It used to take ten days to get the twenty baskets of rubber—we were always in the forest to find the rubber vines, to go without food, and our women had to give up cultivating the gardens. Then we starved.”*

1. What kind of work were these Congo locals forced to perform?

2. Did they get paid for their work? Why/Why not?

3. Why did some of these workers starve?

4. What do you think happened to the rubber that was collected?

5. What is rubber used for today? List five things that are made from rubber:

* From The Black Diaries: An Account of Roger Casement’s Life and Times, with a Collection of his Diaries and Public Writings, p. 112.
Although Joseph Conrad’s famous 1902 novel, *Heart of Darkness*, was fictional, it was based on atrocities he witnessed firsthand during his visit to the Belgian Congo. The 1994 film *Heart of Darkness*, starring Tim Roth and John Malkovich, provides a visual dramatization of Conrad’s text and is highly recommended as a supplement to this unit. It should be available for rent at your local video store.

In this section, students read a passage from Conrad’s text and then draw a picture of the scene he describes. The advantage of this pedagogical method is that it builds students’ confidence by prompting them to interact closely with a primary-source document in a way that they should not find intimidating.

Once they have completed their drawings, classmates should compare their sketches. Students should realize that they have drawn what amounts to a chain-gang of enslaved laborers, decades after the legal abolition of the slave trade. In response to the pre-activity question, students should notice that the Belgian Congo was mostly land-locked and located in equatorial Africa. Its climate was incredibly hot and humid, and the terrain consisted largely of impenetrable jungle. Few Europeans ventured into the inner regions of the Belgian Congo and it would have been quite difficult for any colonial government authority to regulate what took place in these remote areas.
Europeans often described Africa as the “dark continent” filled with jungles, diseases, and danger. In 1902 the English writer Joseph Conrad published a popular novel, *Heart of Darkness*, set in Belgian colonial Africa. Although Conrad’s story was fictional, it was based on atrocities he witnessed firsthand during his visit to the Belgian Congo.

Locate the Belgian Congo on the map below. What kind of terrain and climate do you think it has? Why?
DRAWING ACTIVITY:

Here is a passage from Conrad’s novel, which was written years after the abolition of slavery:

A slight clinking behind me made me turn my head. Six black men advanced in a file, toiling up the path. They walked erect and slow, balancing small baskets full of earth on their heads, and the clink kept time with their footsteps. Black rags were wound round their loins, and the short ends behind waggled to and fro like tails. I could see every rib, the joints of their limbs were like knots in a rope; each had an iron collar on his neck, and all were connected together with a chain whose **bights** swung between them, rhythmically clinking.*


Draw a picture below to illustrate the scene described in this passage:

Share your picture with the students seated next to you. Are your pictures similar? What words would you use to describe the people in your picture?

Glossary

**bight**: a slack part in a rope or chain.
The discussion of religious and missionary work is central to this unit in that it complicates any simple dichotomy that students might form in their heads in which Europeans are viewed as the perpetrators of violent crimes and Africans are viewed merely as helpless victims. European missionaries based in Africa deserve much of the credit for exposing the evils of colonial rule and raising awareness of atrocities among their home populations. In answering the set of questions that accompany the picture of a missionary classroom in German East Africa, students might be able to guess that African children were provided with language instruction (in this case, either German, Swahili, or both), lessons in German culture and history, and religious education. The two portraits hanging on the wall behind the teacher are of the German Kaiser and his wife. Such portraits undoubtedly would have been useful in cultivating a sense of identity and loyalty to the German Empire.

In the second picture, British missionaries are seen posing with three local Africans. One of the African men is holding evidence of bodily mutilations—in this case, a number of severed hands. This photograph was taken to expose some of the atrocities committed by Anglo-Belgian India Rubber Company militiamen. In discussing the two questions provided, you may want to tell students that it was common for western corporations in Africa to employ militiamen to ensure collection and/or production of the commodities that the company sought. As was often the case, A.B.I.R. militiamen probably imposed rubber-collection quotas on the local populations and used bodily mutilation as a form of punishment administered to those who failed to meet these quotas. The sight of severed limbs must have frightened local inhabitants and provided a visible demonstration of the political and military dominance of the corporate militiamen. The shock value of this photograph is meant to provide our students with the impetus to complete the accompanying writing assignment, which asks them to imagine that they are the missionaries pictured in the photograph and then to write a letter to the British Parliament requesting government assistance in the Belgian Congo. In addition to developing techniques of historical research and analysis, one purpose of this assignment is to encourage students to hone their persuasive writing skills.
PART EIGHT: Different Motives of the New Imperialism (Religion and Missionary Work)

Many westerners, including doctors and some colonial officials, felt a genuine concern for improving the lives of the people living in colonial territories. European missionaries, for example, traveled to Africa in the hopes of spreading Christian beliefs and values.

To the right is a picture of a missionary school in German-controlled East Africa, just before World War I.

1. What kinds of things do you think are taught in this school? Why?

2. What two figures’ portraits are hanging on the back wall? Why?
This British missionary and these local Africans are upset about the actions of the Anglo-Belgian India Rubber Company (A.B.I.R.), whose militia has been cutting off hands from rubber workers.

1. Why does this company have its own militia?

2. Why do you think A.B.I.R. militiamen cut off people’s hands?

WRITING ACTIVITY

Imagine that you are the missionary pictured above. You have taken this photograph to provide proof of the crimes committed by the A.B.I.R. Company in the Belgian Congo. In an attempt to end this practice, you have decided to write a letter to the British Parliament, asking for government assistance. On a separate piece of paper, write your letter.
Much like the previous segment on missionary activity, this section is meant to complicate any simple dichotomy in which Europeans are viewed as the perpetrators of violent crimes and Africans are viewed merely as helpless victims. The political cartoon shown here, which was originally designed for a British audience, shows the supposed benefits that the Asante people would receive by submitting to British colonial rule. In the “before” picture, Asante tribesmen are depicted living in primitive grass huts. The “after” picture shows Asante men and women dressed in western-style clothing and behaving as enthusiastic consumers of British-produced imports. The role-playing activity encourages students to interpret this visual primary source critically. While one student plays the role of a British official, attempting to demonstrate the expected benefits of colonial rule by referencing the images provided in the political cartoon, another student plays the part of a local ruler, attempting to convince his or her subjects to resist colonial authority.

The second portion of Part Nine provides students with the stories of two heroes of the anti-colonial resistance—one native African, and one African American. Both Hezekiah Andrew Shanu and George Washington Williams gradually became disenchanted with European colonial rule as they witnessed the ugly underbelly of imperialism in Africa firsthand. Both men relied on their literary talents and sacrificed a tremendous amount of their personal security and safety in order to expose some of the evils of colonial rule to a broader reading public. The writing assignment requires students to place the actions of these two heroes of the anti-colonial resistance within their appropriate historical contexts.
Lessons in World History

New Imperialism: Africa

STUDENT WORKSHEETS

PART NINE: African Resistance

THE ASANTE WAR

African leaders faced two unappealing choices when confronted with European imperialism: (a) negotiate, and surrender territory and resources, or (b) fight a much stronger military force. Prempeh, the ruler of the Asante people (in what is today Ghana) led his people to rebel against British rule in 1900.

This picture shows a “before” and “after” shot of the Asante kingdom in West Africa, meant to convince British citizens of the benefits of colonial rule.

The original caption read, “The Asante War—Probable Results.” Looking at the “before” and “after” shots, discuss what those probable results are.

Do you think this is what actually happened? Why/Why not?

ROLE PLAY

Work in groups of 4-8 people. One student should play the role of the Asante ruler. Try to use this image to convince your people to revolt against British rule. Another student should play the part of a British official who wants to convince the Asante people of the benefits of submitting to British rule. The remainder of the students should play the roles of the local Asante population.
HEROES OF ANTI-COLONIAL RESISTANCE

This is a picture of Hezekiah Andrew Shanu. He was born in British colonial Africa, in what is now the country of Nigeria. Shanu worked as a teacher in Africa before accepting a position working for the Belgian colonial government in the Congo, recruiting native Africans to join the colonial army. After spending some time in Europe, he returned to the Congo and opened his own store. His time in Europe, however, had convinced him of the injustice of colonial rule. Despite having received medals for his service to the colonial regime, Shanu secretly changed sides. In 1903, he obtained court documents exposing the crimes of the colonial government and sent them to a journalist in England, who published them in the newspaper. This resulted in a huge embarrassment for the Belgian colonial regime.

![Image 14: Hezekiah Andrew Shanu](image-url)
George Washington Williams was an African-American lawyer, journalist, minister, and historian. He fought for the Union Army during the Civil War and later for the army of the Republic of Mexico against Emperor Maximilian (King Leopold’s brother-in-law)! In the early 1890s, Williams sailed around the entire African continent and spent six months hiking through the Belgian Congo. After seeing the atrocities committed there firsthand, he wrote an Open Letter to King Leopold, which was published in Europe. In it, he wrote:

Your majesty’s government is excessively cruel to its prisoners, condemning them, for the slightest of offenses, to the chain gang.

**Glossary**

**atrocities:** extremely cruel and horrible deeds.

*Image 15: George Washington Williams*
Answer the following questions about Shanu and Williams.

1. What did these two men have in common?

2. What do you think their reasons were for acting the way they did?

3. Do you respect these men? Why/Why not?

**WRITING ACTIVITY**

Imagine that you are one of the two men (Hezekiah Andrew Shanu or George Washington Williams) whose stories are described above. You have just read a newspaper article about the work of the other man, and have decided to establish contact with him. On a separate piece of paper, write a letter in which you introduce yourself and comment on the other man’s accomplishments. You might even offer to assist him or attempt to arrange a meeting.
LIST OF IMAGES

New Imperialism: Africa

Image 3 & 10: “Map of Colonial Africa.” Reproduced from the website of St. Lawrence University. [http://it.stlawu.edu/~govt/376MapsColonialAfrica.htm](http://it.stlawu.edu/~govt/376MapsColonialAfrica.htm)
Image 8: “Pears’ Soap Ad: toddlers washing themselves in bathtub” (A & F Pears, Ltd.).
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Book design by Susan Reese
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—Robert G. Moeller, Professor of History and Faculty Director of the California History-Social Science Project, University of California, Irvine

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS ADDRESSED

10.3 Students analyze the effects of the Industrial Revolution

10.4 Students analyze patterns of global change in the era of New Imperialism in Africa.

10.4.1 Describe the rise of industrial economies and their link to imperialism and colonial-ism (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).

10.4.3 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.