World History: Imperialism Week 2: British Imperialism in India:

Date: March 3rd, 2014

Essential Question:

- How did British imperialism affect life in India?

Objective:

By the end of class today, students will be able to…

- Explain the effects of British imperialism on life in India

Anticipatory Set:

To begin class, teacher will use Imperialism Week 2 PowerPoint to introduce the British imperialism and empire from the 20th century. Students should be given a printout of the slides with space to take notes next to it if necessary.

Teaching Activities:

After the lecture is complete, students should be given the primary source reading from Dadabhai Naoroji “Excerpts from The Benefits of British Rule”. Students should be split in half so that half of the class reads the sections regarding the “benefits” while the other half reads the sections regarding the “detriments”. The students should read silently on their own, then discuss with their group and make a list on the board of the benefits/detriments outlined in their section.

Closure:

To end class, the class should come together and go over the outlines on the board. Students from each group should explain to the class the reasons they found for either the benefits or detriments of British rule. Students should then be given the guided reading from the teacher manual that matches with the book to complete either before the end of class or as homework for the night.

Assessment:

Students will be assessed informally for on task behaviors and through class discussion.
Dadabhai Naoroji: Excerpts from *The Benefits of British Rule*, 1871

**The Benefits of British Rule for India:**

In the Cause of Humanity: Abolition of suttee and infanticide. Destruction of Dacoits, Thugs, Pindarees, and other such pests of Indian society. Allowing remarriage of Hindu widows, and charitable aid in time of famine. Glorious work all this, of which any nation may well be proud, and such as has not fallen to the lot of any people in the history of mankind.

In the Cause of Civilization: Education, both male and female. Though yet only partial, an inestimable blessing as far as it has gone, and leading gradually to the destruction of superstition, and many moral and social evils. Resuscitation of India's own noble literature, modified and refined by the enlightenment of the West.

Politically: Peace and order. Freedom of speech and liberty of the press. Higher political knowledge and aspirations. Improvement of government in the native states. Security of life and property. Freedom from oppression caused by the caprice or greed of despotic rulers, and from devastation by war. Equal justice between man and man (sometimes vitiated by partiality to Europeans). Services of highly educated administrators, who have achieved the above-mentioned results.

Materially: Loans for railways and irrigation. Development of a few valuable products, such as indigo, tea, coffee, silk, etc. Increase of exports. Telegraphs.

Generally: A slowly growing desire of late to treat India equitably, and as a country held in trust. Good intentions. No nation on the face of the earth has ever had the opportunity of achieving such a glorious work as this. I hope in the credit side of the account I have done no injustice, and if I have omitted any item which anyone may think of importance, I shall have the greatest pleasure in inserting it. I appreciate, and so do my countrymen, what England has done for India, and I know that it is only in British hands that her regeneration can be accomplished. Now for the debit side.

**The Detriments of British Rule:**

In the Cause of Humanity: Nothing. Everything, therefore, is in your favor under this heading.

In the Cause of Civilization: As I have said already, there has been a failure to do as much as might have been done, but I put nothing to the debit. Much has been done, though.

Politically: Repeated breach of pledges to give the natives a fair and reasonable share in the higher administration of their own country, which has much shaken confidence in the good faith of the British word. Political aspirations and the legitimate claim to have a reasonable voice in the legislation and the imposition and disbursement of taxes, met to a very slight degree, thus treating the natives of India not as British subjects, in whom representation is a birthright. Consequent on the above, an utter disregard of the feelings and views of the natives. The great
moral evil of the drain of wisdom and practical administration, leaving none to guide the rising generation.

Financially: All attention is engrossed in devising new modes of taxation, without any adequate effort to increase the means of the people to pay; and the consequent vexation and oppressiveness of the taxes imposed, imperial and local. Inequitable financial relations between England and India…

Materially: The political drain, up to this time, from India to England, of above ,500,000,000, at the lowest computation, in principal alone, which with interest would be some thousands of millions… The consequent continuous impoverishment and exhaustion of the country, except so far as it has been very partially relieved and replenished by the railway and irrigation loans, and the windfall of the consequences of the American war, since 1850. Even with this relief, the material condition of India is such that the great mass of the poor have hardly tuppence a day and a few rags, or a scanty subsistence. The famines that were in their power to prevent, if they had done their duty, as a good and intelligent government. The policy adopted during the last fifteen years of building railways, irrigation works, etc., is hopeful, has already resulted in much good to your credit, and if persevered in, gratitude and contentment will follow. An increase of exports without adequate compensation; loss of manufacturing industry and skill. Here I end the debit side.

Summary: To sum up the whole, the British rule has been: morally, a great blessing; politically, peace and order on one hand, blunders on the other; materially, impoverishment, relieved as far as the railway and other loans go. The natives call the British system "Sakar ki Churi," the knife of sugar. That is to say, there is no oppression, it is all smooth and sweet, but it is the knife, notwithstanding. I mention this that you should know these feelings. Our great misfortune is that you do not know our wants. When you will know our real wishes, I have not the least doubt that you would do justice. The genius and spirit of the British people is fair play and justice.

World History: Imperialism, Week 2, Imperialism in Asia:

Date: March 4th, 2014

Essential Question:

- How did imperialism affect life in China and Japan in the 20th century?

Objective:

By the end of class today, students will be able to...

- Explain the effects of imperialism on life in China and Japan in the 20th century.

Anticipatory Set:

To begin class, students will be given fifteen minutes maximum to complete the guided reading from the teachers manual for section 2. Students can work in small groups, and should complete the section 2 vocab portion of their Imperialism vocabulary sheet if they finish ahead of their classmates.

Teaching Activities:

The class will then spend the rest of the class working with the compare/contrast chart for the rise of Japan and the fall of China. The class should read through the section in the text (starting on page 348) and find examples of the ways that China was falling as a world leader while Japan was rising. Teacher should have a completed organizer prior to class to be prepared to guide discussion. Students should be encouraged to read aloud, but can be read to if participation is lacking.

Assessment:

Students will be assessed formally via the guided reading worksheet, and informally for on task behaviors and participation.
World History: Imperialism Week 2, The Scramble for Africa:

Date: March 5th, 2014

Essential Question:
- What was the scramble for Africa?

Objectives:
By the end of class today students will be able to…
- Explain the scramble for Africa.

Anticipatory Set:
To begin class students should be given the blank map of Africa in 1914 to fill in and color. Students should use the map on page 361 in their book to complete the map. Each imperial power should have a color and the map should be color coded accordingly. Students should be given 15-20 minutes to complete this activity.

Students are required to label the following countries on the map:
Algeria, Tunisia, Libya, Egypt, Anglo-Egyptian Sudan, Eritrea, Ethiopia, Italian Somaliland, British East Africa, German East Africa, Belgian Congo, Mozambique, Union of South Africa, Angola, Nigeria

Teaching Activities:
Once the maps are completed, students should be given the notes packet/print out from the Scramble for Africa PowerPoint. Lecture using the PowerPoint will take place, and students should be instructed to write any questions they have in the notes section of the handout.

Closure:
To end class, students should be instructed to make sure they bring their map and vocab sheet to class the next day for the film. Students should be given any remaining time to complete section three of the vocab sheet.
World History: Imperialism Week 2, The Scramble for Africa continued:

Date: March 6th, 2014

Essential Question:

- What was the scramble for Africa?

Objectives:

By the end of class today students will be able to…

- Explain what the scramble of Africa was.

Teaching Activities:

Students will watch two videos today, first, Africa: States of Independence, The Scramble for Africa for the first 20 minutes. Then, students will watch Crash Course: Imperialism to wrap up most of the information covered in the last week and introduce the idea of imperialism in South America which will be covered the next day.

Links for videos:

[http://www.youtube.com/watch?v=LbT44HwzNrI](http://www.youtube.com/watch?v=LbT44HwzNrI)

[http://www.youtube.com/watch?v=ajJaltUmrgO&list=PLBDA2E52FB1EF80C9&index=36](http://www.youtube.com/watch?v=ajJaltUmrgO&list=PLBDA2E52FB1EF80C9&index=36)

Students should take notes during the Scramble for Africa video, writing at least two facts for the following categories:


After the completion of the first video, papers/facts should be collected for assessment and students should be asked to react to the video.

Assessment:

Students will be assessed informally via the facts/worksheet, discussion, and for on task behaviors.