

Teacher Overview Objectives: *Exploration of Imperialism*

NYS Social Studies Framework Alignment:

Key Idea	Conceptual Understanding	Content Specification
10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)	10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.	Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials.

Objective	Guiding Question and Activity Description
Make inferences about imperialism using primary and secondary source images.	What is imperialism? <ul style="list-style-type: none"> • primary and secondary source image analysis

Teacher Directions:

Using the [Image Analysis form](#), students will make inferences about what imperialism is based upon their analysis of primary and secondary source images. This is a great opportunity to use a Gallery Walk. [For directions on facilitating a Gallery Walk check out the video and information on this page from theteachertoolkit.com.](#)

Image 1



From the Cape to Cairo / Udo Keppler (1902)

Source: <http://www.loc.gov/pictures/item/2010652189/>

Image 2

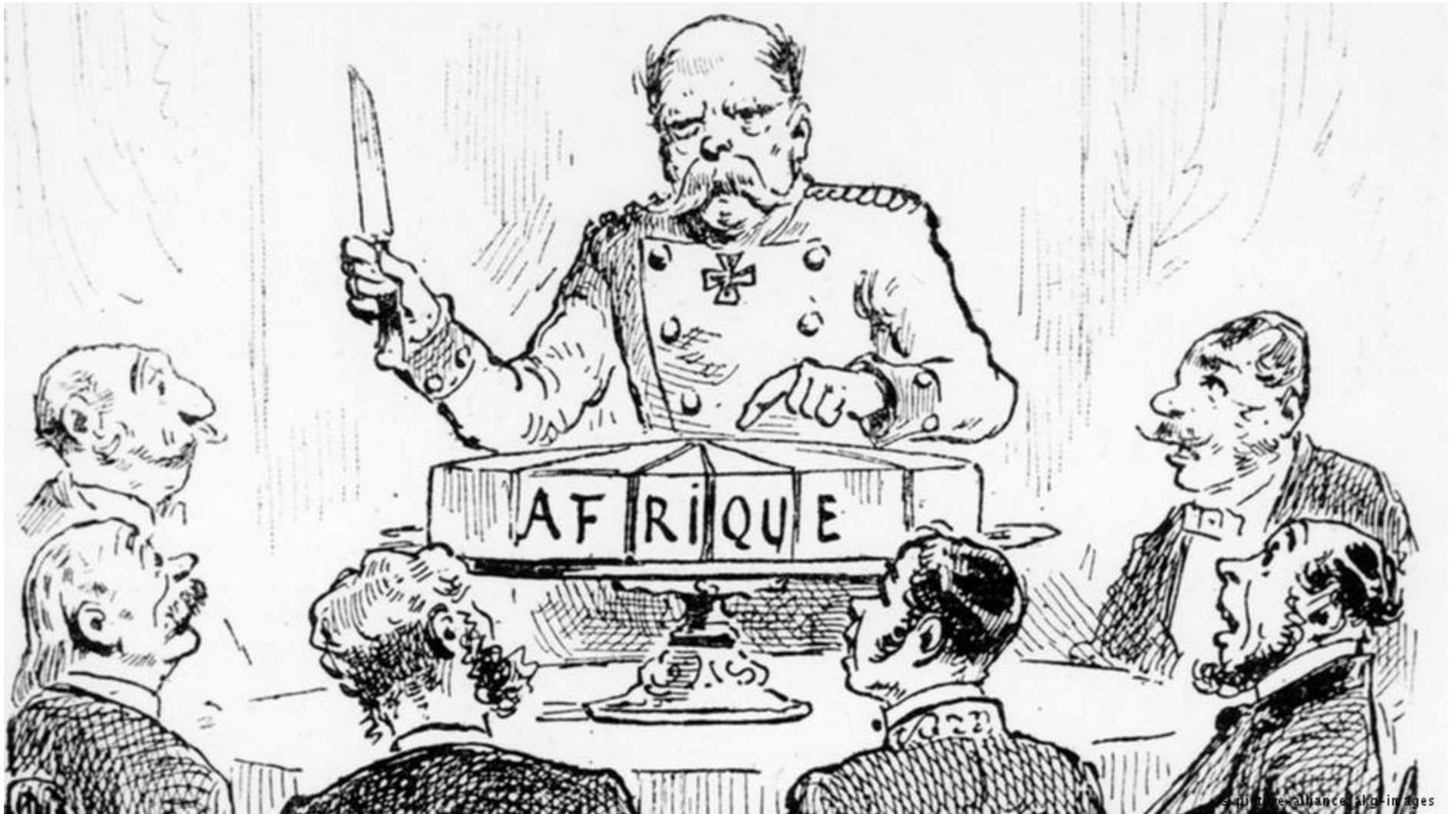


Image 3



The Submission of King Prempeh: The Final Act of Humiliation, 1896

After taking the city of Kumasi in Ashanti, (in present-day Ghana), Governor Maxwell, from the United Kingdom compels King Prempeh and the Queen Mother to make an act of submission to him in accordance with Ashanti custom - they accordingly bend down in front of him and Sir Francis Scott and Colonel Kempster and clasp their legs.

Source: http://historyproject.ucdavis.edu/marchandslides.bak/brantley_cynthia/images/2-IMG00205.jpg

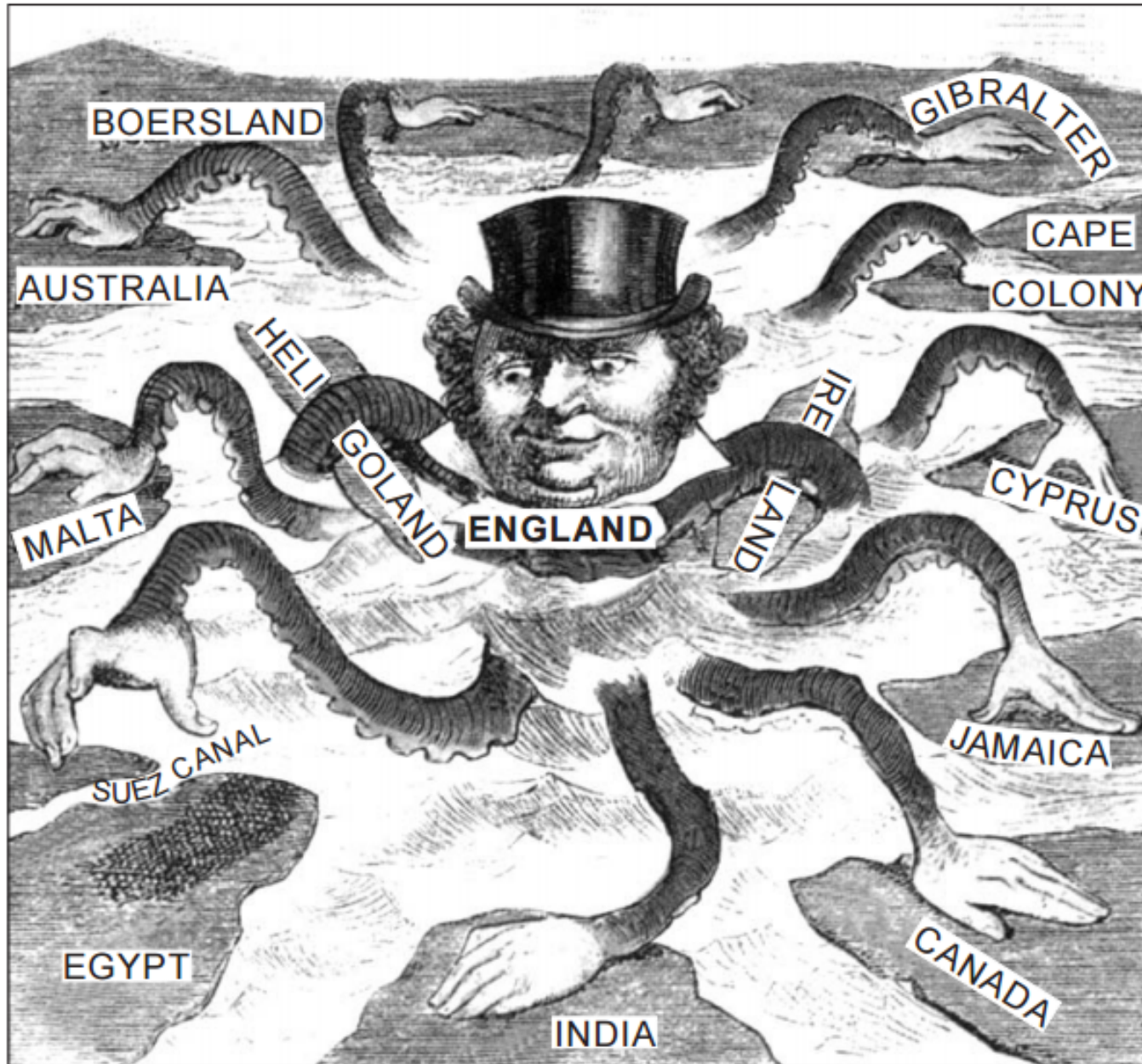
Image 4



British Raj: The life of a British Army officer during the early days of British rule in India

Source: <http://www.dailymail.co.uk/debate/article-1298569/Britain-need-make-apology-India-Empire-.html#ixzz3tBc3zCc6>

Image 5



The Devilfish in Egyptian Waters

Source: The British Empire in the Nineteenth Century, Highsmith, 2000 (adapted) from the NYS Global History and Geography Regents.

Image 6

LIPTON'S

Tea Merchant.
BY SPECIAL APPOINTMENT
TO HER MAJESTY
THE QUEEN.

ONE OF
LIPTON'S TEA-GARDENS
CEYLON

TEAS.

FINEST THE
WORLD CAN
PRODUCE

1/7 PER LB.
NO HIGHER PRICE.
RICH PURE
& FRAGRANT

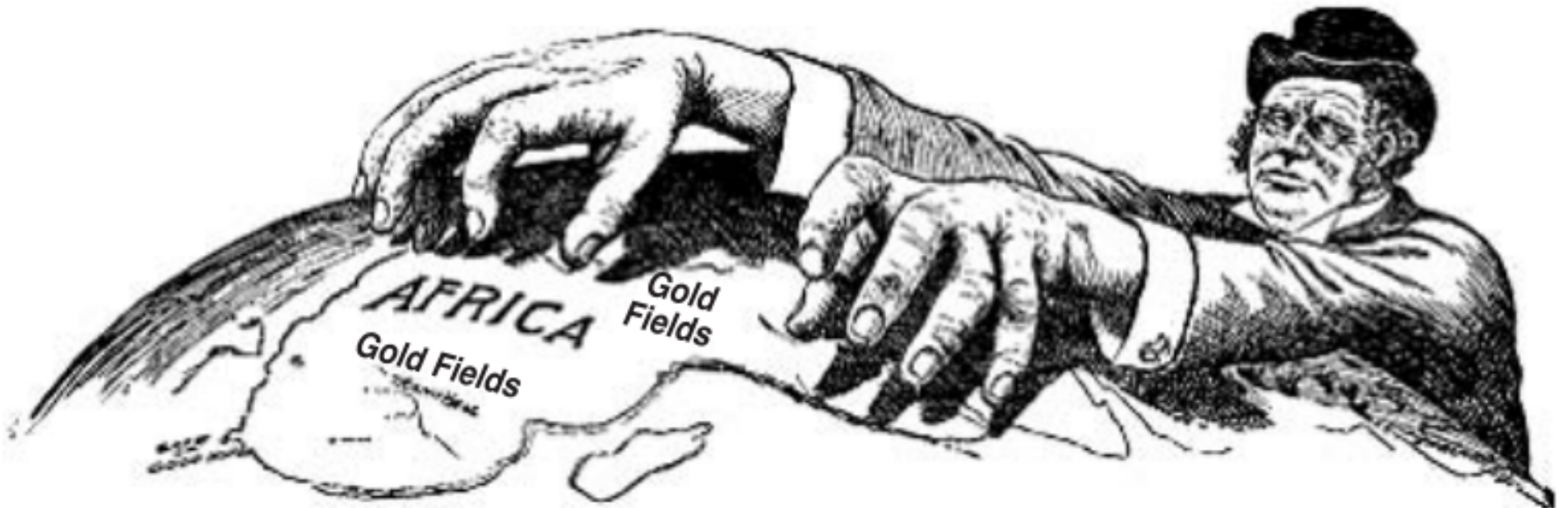
1/- and **1/4** PER LB.

LARGEST SALE IN THE WORLD

Chief Offices: City Road, London. Branches and Agencies throughout the World.

Source: Andrea and Overfield, The Human Record, Houghton Mifflin, 2001 from the NYS Global History and Geography Regents Exam, June 2004.

Image 7



Source: <http://www.boondocksnet.com> (adapted)