

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 8



The Rhodes Colossus Striding from Cape Town to Cairo Punch

10 December 1892 (Edward Linley Sambourne)

Source: https://en.wikipedia.org/wiki/The_Rhodes_Colossus#/media/File:Punch_Rhodes_Colossus.png

Image 9

THE COSMOPOLITAN.

The first step towards lightening
The White Man's Burden
is through teaching the virtues of cleanliness.

Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.

All rights secured.

Pears' Soap Company, LIGHTENING THE WHITE MAN'S BURDEN (1899)

Source: http://www.learner.org/courses/amerhistory/resource_archive/zoom.php?unitChoice=16&ThemeNum=1&resourceID=10143

Image 10



"China -- the cake of kings and... of emperors" (a French pun on king cake and kings and emperors wishing to "consume" China). French political cartoon from 1898

Source: https://commons.wikimedia.org/wiki/File:China_imperialism_cartoon.jpg

Image 11



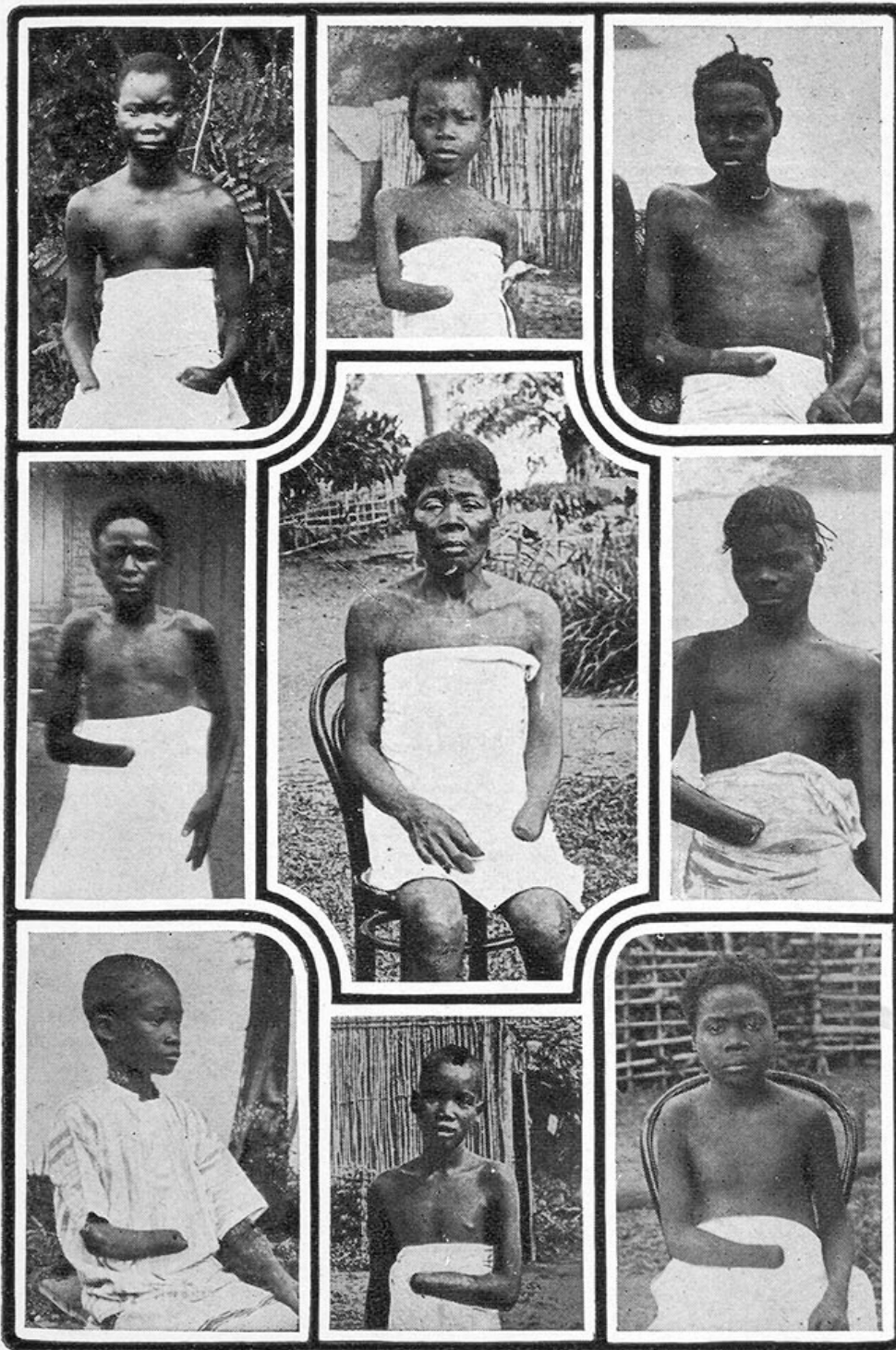
IN THE RUBBER COILS.

Scene—The Congo "Free" State.

"In The Rubber Coils. Scene - The Congo 'Free' State" (1906)

Source: https://upload.wikimedia.org/wikipedia/commons/8/80/Punch_congo_rubber_cartoon.jpg

Image 12



FROM PHOTOGRAPHS, CONGO STATE

“The pictures get sneaked around everywhere.”— *Page 40.*

Photographs from the Congo Free State

Mutilated Congolese children and adults (c. 1900-1905) — in Belgian colonial Congo Free State which was a privately owned territory of Belgian King Leopold II. He had numerous rubber collection/production areas in the rainforest and on plantations where Africans were enslaved and forced to collect rubber. Rubber producers used cruel punishments against the Congolese people, including amputations for not gathering enough rubber. From: Alice Harris - King Leopold's Soliloquy: A Defense of His Congo Rule, By Mark Twain, Boston: The P. R. Warren Co., 1905, Second Edition.

Source: https://en.wikipedia.org/wiki/Leopold_II_of_Belgium#/media/File:MutilatedChildrenFromCongo.jpg