

YOUR NAME: Ms. Jessica Durinsky	
LESSON TITLE: Introduction to Imperialism in Africa	SUBJECT AREA: History
GRADE LEVEL: 9 th grade	TIME ALLOCATION: 50 min
OBJECTIVES: Students will analyze the causes and effects of Imperialism in Africa, including political boundaries, use of resources, and relationships between the colonizers and the colonized.	
STANDARDS: <u>History (Grade 9)</u> 4. Describe the political, economic, and social roots of imperialism 5. Analyze the perspectives of the colonizers and the colonized concerning: <ol style="list-style-type: none"> Indigenous languages; Natural resources; Labor; Political systems; Religion. 6. Explain the global impact of imperialism including: <ol style="list-style-type: none"> modernization of Japan; Political and social reform in China; Exploitation of African resources 	
GROUPING OF STUDENTS: Students will work individually for this lesson. Students will work as a class for discussions.	PRIOR KNOWLEDGE NEEDED: The students have just learned about the Industrial Revolution. The students will make connections between Industrialized nations and the need for resources found in Africa.
MATERIALS: Textbook, <i>Patterns in World History</i> , McDougall – Littell. Lecture notes <i>The White Man’s Burden</i> by Rudyard Kipling	MODIFICATIONS FOR SPECIAL NEEDS: <ol style="list-style-type: none"> The content and strategies will be modified based on the individual students’ IEPs. Reading learning disabled children will be given modified assignments with shorter requirements or longer completion time. All notes will be posted online.
INSTRUCTIONAL MODELS: Modified Interactive Lecture	
PROCEDURES AND ACTIVITIES: Set: Opening Activity: Students will read poem <i>The White Man’s Burden</i> by Rudyard Kipling and answer questions. Activity: Interactive Lecture: Students are provided with partial notes to aid in note-taking. Teacher uses powerpoint slides as visual aids for students. Class discussion built into lecture. Close:	TIME: 15 min 25 min

Exit pass – students write a few short sentences reflecting on the day’s lesson before leaving class.

5 min

EVALUATION AND ASSESSMENT:

Lesson evaluation and assessment: Notebook Check for questions on the poem. The students “exit passes” will be collected at the end of the lesson

Authentic assessment: Student participation in class discussion

Formal assessment: At the end of the unit the students will complete a 50 question multiple choice test with a take home essay.

SUPPORTING MATERIALS

- ✓ Attach, in sequential order, the supporting materials, the actual documents (e.g., lecture notes, hand-outs, primary sources, worksheets, overheads) that will be used in the lesson.
- ✓ The supporting materials should include everything another person would need to implement the lesson. Therefore, lecture notes should present a fairly robust amount of content knowledge, with questions inserted at point of use. Likewise, for discussions, anticipated guiding questions should be listed; for other teaching strategies, specific cues and directions should be listed at point of use.

Teacher Notes

During the early 19th and 20th centuries Western Powers (Europe and the United States) divided and colonized:

1. Africa
2. Asia

Motives: Industrialization increased the need for:

1. Raw materials and Natural Resources
2. New Markets

Where would Europeans find these?

1. Africa
2. Muslim Lands (Middle East)
3. Asia (India, China, and Japan)

Imperialism: seizure of a country or territory by a stronger country

Read through Chapter 11, section 1 and define these terms in your own words:

1. Colony
2. Racism
3. Empire
4. Social Darwinism

Old Imperialism vs. New Imperialism – Different Motives

Old Imperialism	New Imperialism
<p>Examples: North and South America</p> <p>Age of Exploration - European countries were racing to be the first to discover new lands.</p> <p>Colonies and outposts were established to build permanent settlements. Resources only a minor source of income.</p>	<p>Examples: Africa, India, Dutch East Indies</p> <p>Motivated by the need for new resources</p> <p>Colonies established to exploit resources, Not for permanent settlement</p>

Forces Driving Imperialism

1. Belief in European Superiority
 - a. National pride, big empire = greatness
 - b. Convert to Christianity
2. Factors Promoting Imperialism in Africa:
 - A. Inventions/Technological Superiority
 1. Maxim Gun – worlds 1st automatic machine gun, 1884
 2. Steam Engine – travel rivers = establish base of control deep into the African continent
 3. Railroads, Cables, Steamships = faster communication between Colony and Colonizer
 - B. Factors within Africa

1. Disunity – Division of Languages and Cultures

Division of Africa

- a. Diamonds discovered in 1867, Gold discovered in 1886
- b. Effect? SCRAMBLE!!! – Europeans rush to cash in on resources

Berlin Conference 1884-5

- 1. Who was there? – 14 European nations with interests in Africa were present
- 2. Who wasn't? – NO African nations were represented at the Berlin Conference.
- 3. What happened? – The African continent is divided up among European powers.
 - No thought is given to African ethnic, linguistic, or cultural groups.

Imperialism in Africa

- a. New Markets for European Goods? NO
- b. Raw Materials? YES

Major Source of Wealth from Africa: Mineral Resources

Belgian Congo: Copper and Tin

South Africa: Gold and Diamonds

Cash Crop Plantations

- a. peanuts, palm oil, cocoa, rubber
- b. displaced food crops

Conflict in Africa – Clash over South Africa

- c. Ethnic groups disputed land claims even before the arrival of the Europeans
- d. European arrival sparks even more disputes over land

Zulus vs. Great Britain

Zulus – controlled much of South Africa during early to mid 1800's, tried to fight British with spears and shields against British guns, were unsuccessful

A. Shaka – Zulu chief, used highly disciplined soldiers and good military organization to build a large centralized state.

Boers vs. Great Britain

Boers – Dutch farmers , settled the South African cape before Great Britain arrived.

- Clashed with Britain over policies regarding land and slaves

Boer War –

- e. Gold and diamonds discovered in South Africa, adventurers rush in.
- f. Boers deny “outsiders” political rights
- g. Failed rebellion - Boers blame British, start war
- h. First “Total War”
- i. guerilla tactics, commando raids, burn farms, imprison women and children
- j. Black South Africans involved in fighting, British put into concentration camps, 14,000 die
- k. 1910 British win control of South Africa

Boers vs Zulus

1. Boers move North into Zulu territory to avoid British
2. Come into conflict with Zulus

Rudyard Kipling, The White Man's Burden (1899)

Born in British India in 1865, Rudyard Kipling was educated in England before returning to India in 1882, where his father was a museum director and authority on Indian arts and crafts. Thus Kipling was thoroughly immersed in Indian culture: by 1890 he had published in English about 80 stories and ballads previously unknown outside India. As a result of financial misfortune, from 1892-96 he and his wife, the daughter of an American publisher, lived in Vermont, where he wrote the two Jungle Books. After returning to England, he published "The White Man's Burden" in 1899, an appeal to the United States to assume the task of developing the Philippines, recently won in the Spanish-American War. As a writer, Kipling perhaps lived too long: by the time of his death in 1936, he had come to be reviled as the poet of British imperialism, though being regarded as a beloved children's book author. Today he might yet gain appreciation as a transmitter of Indian culture to the West.

What is it today's reader finds so repugnant about Kipling's poem? If you were a citizen of a colonized territory, how would you respond to Kipling?

Take up the White Man's burden--
Send forth the best ye breed--
Go bind your sons to 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.

Take up the White Man's burden--
In patience to abide,
To veil the threat of terror
And check the show of pride;
By open speech and simple,
An hundred times made plain
To seek another's profit,
And work another's gain.

Take up the White Man's burden--
The savage wars of peace--
Fill full the mouth of Famine
And bid the sickness cease;
And when your goal is nearest
The end for others sought,
Watch sloth and heathen Folly

Bring all your hopes to nought.

Take up the White Man's burden--
No tawdry rule of kings,
But toil of serf and sweeper--
The tale of common things.
The ports ye shall not enter,
The roads ye shall not tread,
Go mark them with your living,
And mark them with your dead.

Take up the White Man's burden--
And reap his old reward:
The blame of those ye better,
The hate of those ye guard--
The cry of hosts ye humour
(Ah, slowly!) toward the light:--
"Why brought he us from bondage,
Our loved Egyptian night?"

Take up the White Man's burden--
Ye dare not stoop to less--
Nor call too loud on Freedom
To [cloke \(1\)](#) your weariness;
By all ye cry or whisper,
By all ye leave or do,
The silent, sullen peoples
Shall weigh your gods and you.

Take up the White Man's burden--
Have done with childish days--
The lightly proffered [laurel, \(2\)](#)
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years
Cold, edged with dear-bought wisdom,
The judgment of your peers!

(1) Cloak, cover.

(2) Since the days of Classical Greece, a laurel wreath has been a symbolic victory prize.

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/kipling.html

The University of Akron



The Office of Student Teaching

INTRO TO IMPERIALISM

Student Teacher Name: JESSICA DURINSKY University Supervisor Name: RON SKELLEY Lesson Topic: IN AFRICA Date: 11-10-10

Observation Notes:

OBJECTIVES - STUDENTS WILL ANALYZE THE CAUSES & EFFECTS OF IMPERIALISM IN AFRICA, INCLUDING POL BOUNDARIES, RESOURCES & RELATIONSHIPS BETWEEN THE COLONIZERS & THE COLONIZED.

PROCEDURES & ACTIVITIES

- STUDENTS READ POEM "THE WHITE MAN'S BURDEN" BY KIPLING. & ANSWER QUESTIONS. (15 MIN)
- INTERACTIVE LECTURE: POWERPOINT SLIDES AS VISUAL AIDS. DISCUSSION BUILT INTO LECTURE. (25 MIN)
- CLOSE - EXIT PASS - SHORT SENTENCES WRITTEN "IF YOU WERE AFRICAN WOULD YOU FIGHT THE INVADERS OR COLLABORATE TO SAVE LIVES." (5 MIN)

Strengths:

ORGANIZATION LESSON PLANS, UNIT PLANS & MATERIALS ALWAYS VERY WELL PREPARED. & CONNECTS WITH COURSE A-2 A-4

EVALUATION - JESSICA HAS A WIDE VARIETY OF ASSESSMENTS AND FAIR POINTS & GRADES. SHE ALSO SETS UP ON HER GRADING.

GOOD CLOSURE - REFLECTION AS ENVIRONMENT STUDENTS WELL BEHAVED. STUDENT & TEACHER RESPECTS EACH OTHER & ROOM CLEAN & ORGANIZED EACH PERIOD. B-2 B-4.

TEACHING JESSICA'S POWERPOINT PRESENTATION GOOD WITH PICTURES, NOTES & AFRICAN MUSIC.

Goals for Student Teacher: JESSICA ALSO DISPLAYS STUDENT WORK IN CLASSROOM. HAS EXAMPLES OF STUDENT'S WORK FROM INVENTION PROJECT C-4 C-7

Recommendations:

HAVING STUDENTS ANALYZE POEM & WRITE REFLECTION AT END OF PERIOD GOOD FOR STUDENT FEEDBACK & CRITICAL THINKING. C-4 C-3

PROFESSIONAL JESSICA IS DOING VERY WELL AND ALWAYS ACTS PROFESSIONAL. KNOWS SUBJECT WELL. REFLECTS ON RECOMMENDATIONS TO MAKE HER A VERY GOOD TEACHER (RELATE). (NON OR.)

RECOMMENDATIONS

- INTRO - OBJECTIVE POEM, PER TALK, PRESIDENTS TRIP (RELATE). (MUSUM)
- INCLUDE SYNTHESIS/EVALUATION CHANGES OPINION WITH LEARNED KNOWLEDGE.

Supervisor's Next Steps:

- STUDENTS READ VERSE OF POEM OUT LOUD. - EVALUATE CAPTION
- NON VERBAL - COMMUNICATION

Next Observation Date: 11-18-10

Focus:

Domain A Planning and Preparation	Domain B Classroom Environment	Domain C Instruction	Domain D Professional Responsibilities
A1 Demonstrates knowledge of students <input checked="" type="checkbox"/>	B1 Demonstrates and encourages fairness <input type="checkbox"/>	C1 Communicates goals, procedures and content clearly and accurately <input type="checkbox"/>	D1 Reflects, self-evaluates and assesses effectiveness of student learning <input checked="" type="checkbox"/>
A2 Selects appropriate instructional goals/objectives <input checked="" type="checkbox"/>	B2 Creates an environment of respect and rapport <input checked="" type="checkbox"/>	C2 Makes content comprehensible to students <input checked="" type="checkbox"/>	D2 Demonstrates efficacy, or capacity to make an impact <input checked="" type="checkbox"/>
A3 Designs coherent instruction <input type="checkbox"/>	B3 Expresses positive and challenging learning expectations <input checked="" type="checkbox"/>	C3 Uses strategies and discussion techniques to extend student thinking <input checked="" type="checkbox"/>	D3 Establishes supportive and cooperative relationships with colleagues <input type="checkbox"/>
A4 Demonstrates knowledge of methods, strategies and resources to enhance teaching and learning <input checked="" type="checkbox"/>	B4 Manages student behavior <input checked="" type="checkbox"/>	C4 Checks student understanding through consistent, varied and timely feedback <input checked="" type="checkbox"/>	D4 Establishes supportive and cooperative relationships with families <input type="checkbox"/>
A5 Assesses student learning of goals and objectives <input checked="" type="checkbox"/>	B5 Organizes physical space <input type="checkbox"/>	C5 Manages time effectively during the lesson <input type="checkbox"/>	

Timely lesson plans

Dispositions

Attendance

White copy: Teacher candidate

Yellow copy: Cooperating Teacher

Pink copy: University Supervisor