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## **Primary Sources: Imperialism**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (1 page)

**How to Use This Product** (2 pages)

**Lesson Plan** (4 pages)

**Primary Source Document** (1 page)

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— PRIMARY SOURCES —

# Imperialism



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# How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

## The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

## **The Photographs**

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

## **The Primary Sources**

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

## **The CD**

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

## **Objectives of This Unit**

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

# Cecil Rhodes

## Standard/Objective

- Students will recognize how people have a stake in examining civic ideals and practices across time and in diverse societies and how this role has changed over time. (NCSS)
- Students will examine how individuals such as Cecil Rhodes used their power to extend their ideas of civic and national pride.

## Materials

Copy of the facsimile *The Rhodes Colossus* document; Copies of the historical background information (page 44); Copies of *Colossus Stations* activity sheet (page 45); Color copy of the *Colossus of Rhodes* 16th-century engraving by Martin Heemskerck (colossus.jpg) available on the CD; For optional use, copies of *The Rhodes Colossus* document (page 46); Drawing materials, including numerous sheets of paper

## Discussion Questions

- What kind of clothing is Rhodes wearing in this cartoon?
- What activities do his clothing and equipment suggest?
- Look at the object Rhodes is holding between his hands and explain its purpose.
- In what ways do you think this cartoon would appeal to British citizens? Do you think some would be offended by the image?

## Using the Primary Source

Display the primary source cartoon (or make copies from page 46) and divide the class into two groups. Have one group write what the man would say if he could speak and have the other group write what the land would say if it could speak. Let both sides of the class share their ideas.

Explain that this is a famous man named Cecil Rhodes. Ask the discussion questions listed above. Then distribute copies of the historical background information (page 44) and read it aloud to the class. Show students the *Colossus of Rhodes* engraving by Martin Heemskerck (colossus.jpg) and explain how this inspired the primary source cartoon.

For this lesson, students will be divided into four different groups. Each of these groups will work at one of the four stations set up in the classroom. After approximately 15 minutes, the groups will rotate to a new station. This will continue until the groups have completed all four stations. Distribute copies of the activity sheet *Colossus Stations* (page 45) to students or make one copy and cut apart the activities and place them at each station. Also, provide students with drawing materials.

## Extension Idea

Have students research what the Great Trek of the 1830s and 1840s was and how it changed the dynamics between the British, the Boers, and the native South Africans.

# Cecil Rhodes (cont.)

## Historical Background Information



The British-born Cecil Rhodes is one of the most well-known individuals from the Age of Imperialism. As a child, Rhodes was often sick. So, his parents moved to the warmer climate of South Africa in hopes of improving his health. As an adult, he became rich in the newly emerging field of diamond mining. He began buying small diamond-mining companies and soon held the world's monopoly on diamonds. The diamond company that he created is called De Beers. It continues to be one of the world's leaders in the sale of diamonds today.

Rhodes moved from business to politics and became a member of the Cape Colony legislature in Africa. He became prime minister of the colony in 1890 and pushed forward his dream of the British conquest of Africa. He was passionate in his belief that the British were the finest race and destined to rule the world.

Under Queen Victoria's imperialist ideals, many British believed that the white man was superior to all others. Rhodes was influenced by Queen Victoria's imperialism and believed this as well. He used his wealth and power to help gain territories in southern Africa for Britain. One example of this was when Rhodes tricked the king of Ndebele (uhn-duh-BEE-lee) into signing all of his land over to Great Britain. These lands would be named Rhodesia in honor of Rhodes. Rhodes's goal was to connect all the British possessions in Africa from north to south.

The *Rhodes Colossus* cartoon is from the British satirical newspaper *Punch*. It was published in 1892. It shows Rhodes clearly as the main agent of expansion in Africa and highlights his dream of a connected British Empire. In his hands, he holds a telegraph wire, which allowed Britain to be directly connected to all of her possessions in Africa. His feet are located at two of the most important places in Africa: Egypt and South Africa. These two British possessions were some of the most important, not only for their resources, but also for their location on the global trade network. South Africa was situated at the bottom on the continent at the Cape of Good Hope. Egypt held the most important connection to the east, the Suez Canal.

The cartoon also alludes to one of the Seven Wonders of the Ancient World, the Colossus of Rhodes. This gigantic statue, built in honor of the Greek god Helios, once welcomed merchants and travelers in the days of ancient Greece to the Mediterranean island of Rhodes. Its size was meant to impress all who viewed it, as it served as an entryway into the harbor of Rhodes. The author of this cartoon is trying to make comparisons not only to the name of Rhodes but also to the size and power that these two colossi represented.

Name \_\_\_\_\_

# Colossus Stations

## Historical Background Information

This cartoon was published in 1892 and shows Cecil Rhodes standing over the continent of Africa, from South Africa to Egypt. It compares Cecil Rhodes to the Colossus of Rhodes, a large, ancient statue on the Greek island of Rhodes built in the third century B.C. British possessions in Africa were gained in a number of different ways. One way was when the king of Ndebele unknowingly signed off all his land to the British in a treaty.

## Activity

**Directions:** You will travel to each station in the room, completing the activities listed below.

**Station 1:** Draw the continent of Africa. You should label and color all the British possessions in Africa. This will help you visualize how the British were almost able to create a connected series of possessions from the north to the south.

**Station 2:** Pretend you are the king of Ndebele. You believed you were helping your people, but in reality you were tricked into giving away all of your land to Cecil Rhodes. Write a letter to Queen Victoria of England. Plead with her to restore your land to the Ndebele people. You should speak of your right to the land and to the unethical practices of Cecil Rhodes.

**Station 3:** Find comparisons to the original Colossus of Rhodes. Summarize in a short paragraph why you feel the artist chose to use this famous Wonder of the Ancient World as a form of comparison. You should focus on what they both represent.

**Station 4:** Other countries like the United States also took part in the Age of Imperialism even though they never controlled a region in Africa. For this station, you will create a “Rhodes-style” cartoon that shows the United States in the Pacific. Research what role the United States played and in which countries it had the most influence.

## Challenge

Find out when Egypt and South Africa became independent nations.



# The Rhodes Colossus



Source: Public Domain.

