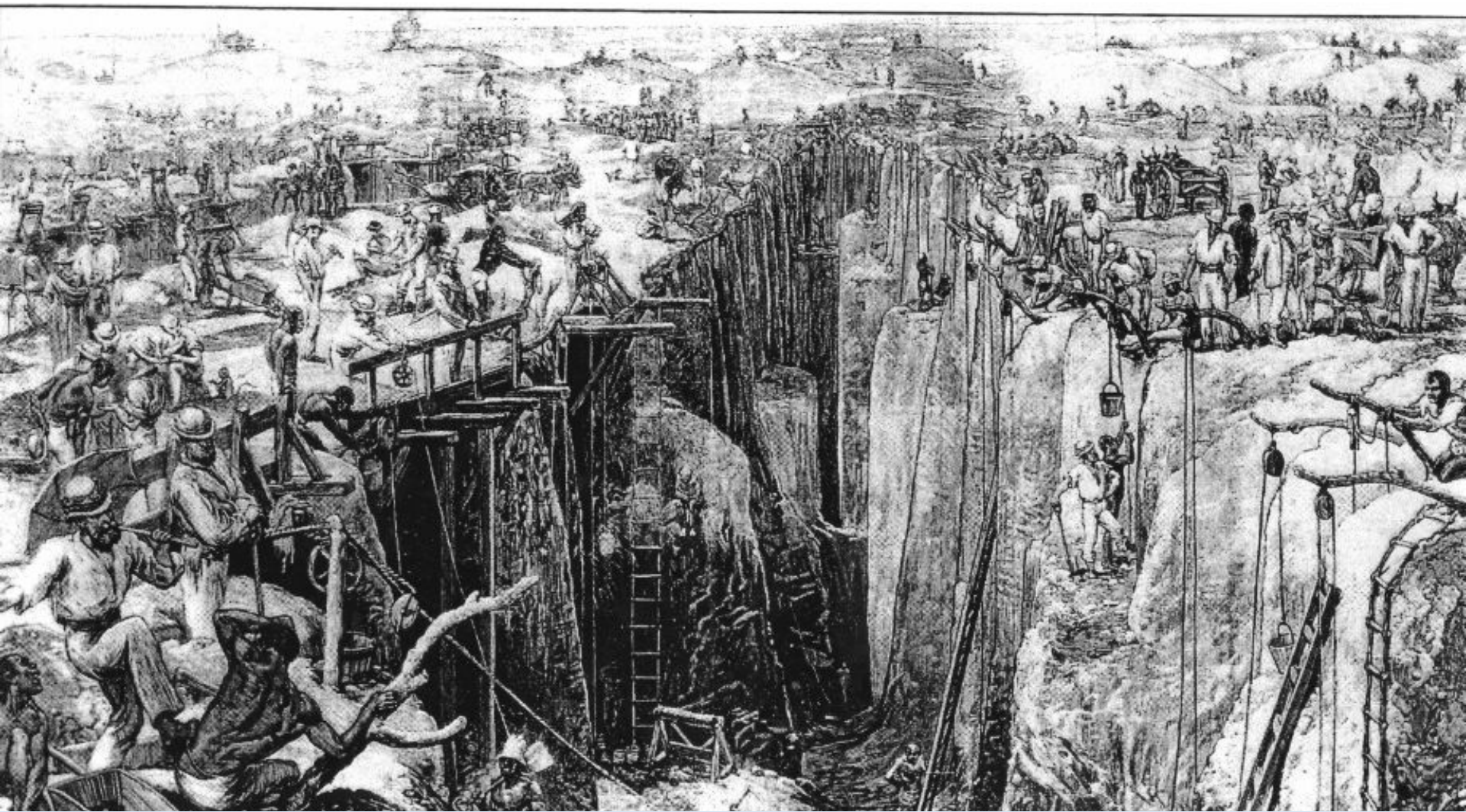


# Why Imperialism?

Directions:

1. Read descriptions of motivations on the top of your chart - create a symbol for each.
2. Match the picture/quote from the station with one of the 5 motivations
3. Explain why you matched the two together.

# Picture A



- **Placard 3.2A:** Open-shaft diamond mining at Kimberley, South Africa, in 1872  
*Imperial motives students might see here are economic (African labor, exploiting natural resources for profit) and ideological (Europeans treating Africans as inferior).*

# Picture B



- **Placard 3.2B:** A Methodist Sunday School at Guiongua, Angola, in 1925  
*Imperial motives students might see here are religious (Europeans spreading Christian values and education) and ideological (teaching European customs and beliefs).*



# Picture C



- **Placard 3.2C:** Germans taking possession of Cameroon in 1881  
*Imperial motives students might see here are political (flag shows national identity or desire to possess new territory, European and African leaders meeting, European military presence) and exploratory (exploring foreign lands).*

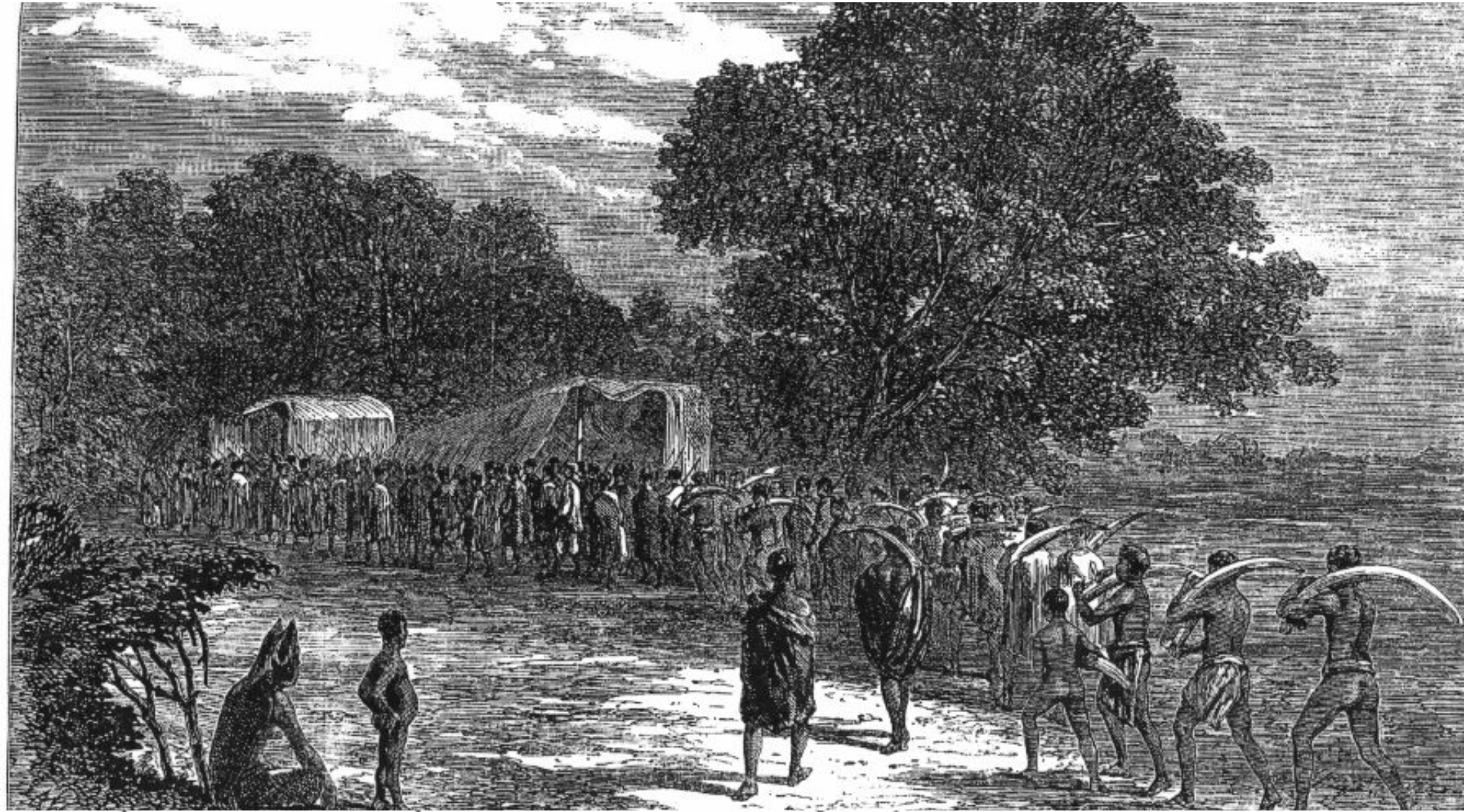
# Picture D

As yet the Congo basin is a blank, a fruitless waste, a desolate and unproductive area.... It has been our purpose to fill this blank with life, to redeem this waste, to plant and sow that the dark man may gather, to vivify the wide, wild lands so long forgotten by Europe. But cursed be he or they who, animated by causeless jealousy and a spirit of mischief, will compel us to fire our station, destroy our work so conspicuously begun, and abandon Africa to its pristine helplessness and savagery.

- **Placard 3.2D:** Quote from explorer Henry Stanley in 1882  
*An imperial motive students might see here is ideological (belief in superiority of Europeans or that Europeans should “civilize” Africa).*



# Picture E



- **Placard 3.2E:** Africans bringing ivory to the wagons in South Africa, c. 1860  
*An imperial motive students might see here is economic (collecting African resources).*

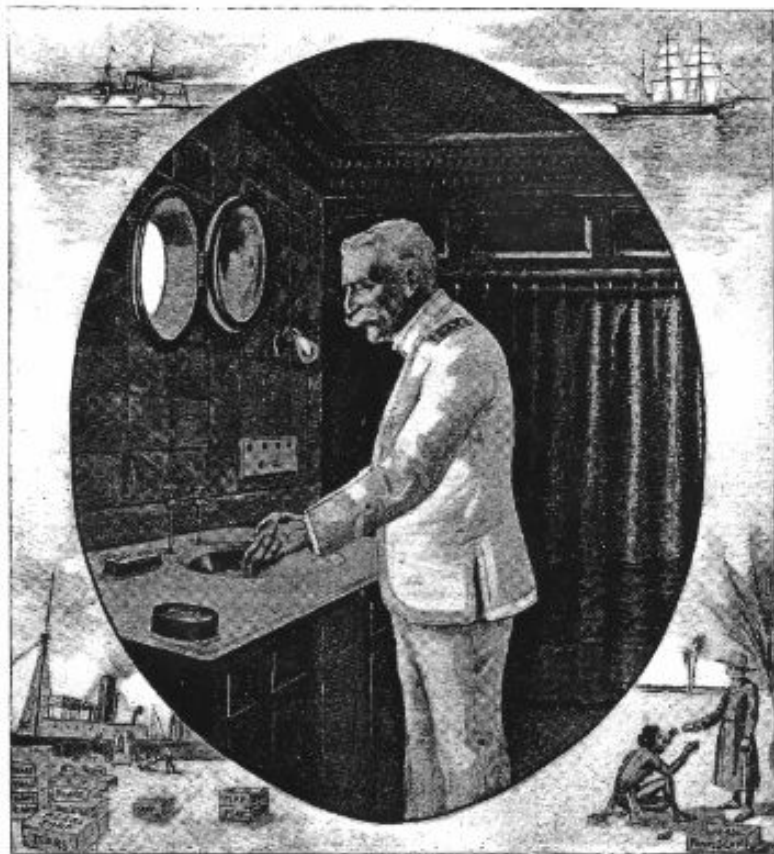


# Picture F



- **Placard 3.2F:** Sketch map of Central Africa, showing Dr. Livingstone's exploration. An imperial motive students might see here is exploratory (interest in unexplored territories, mapping geographic features of Africa).

# Picture G



The first step towards lightening

Excerpt from *The White Man's Burden*

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 fold and wild—  
Your new-caught, sullen peoples,  
Half-devil and half-child.

—Rudyard Kipling, 1899

- **Placard 3.2G:** An advertisement for Pears' Soap from the 1890s, and one stanza of the British poet Rudyard Kipling's poem, *The White Man's Burden*, written in 1899. *Imperial motives students might see here are ideological (belief in European superiority, need to "civilize" captive peoples, need to cleanse "dark corners of earth") and economic (boats transporting goods to colonies, advertisement to sell a product).*



# Picture H



- **Placard 3.2H:** Mrs. Maria C. Douglas, doctor and missionary, and the first class of pupil nurses in Burma, in 1888  
*Imperial motives students might see here are ideological (teaching European values) and religious (educating people of other cultures).*

# Picture 1

## *The Partition of China*

THE Heathen Chineee! The Heathen Chineee!  
What a channel for Christian Expansion is he.  
Then Ho! for the Flowery Land of the East,  
Like vultures we'll swoop on the promising feast.  
Commission your Navies, ye Nations so free,  
To bear the true light to the Heathen Chineee.

If Russia 'makes converts,' it's perfectly clear  
We need for 'converting' a well-defined sphere;  
If Germany's 'missions' hold meetings for prayer,  
So Christian a work 'tis our duty to share.  
Incidentally, too, there is cash to be made;  
There's naught like Religion to stimulate Trade.

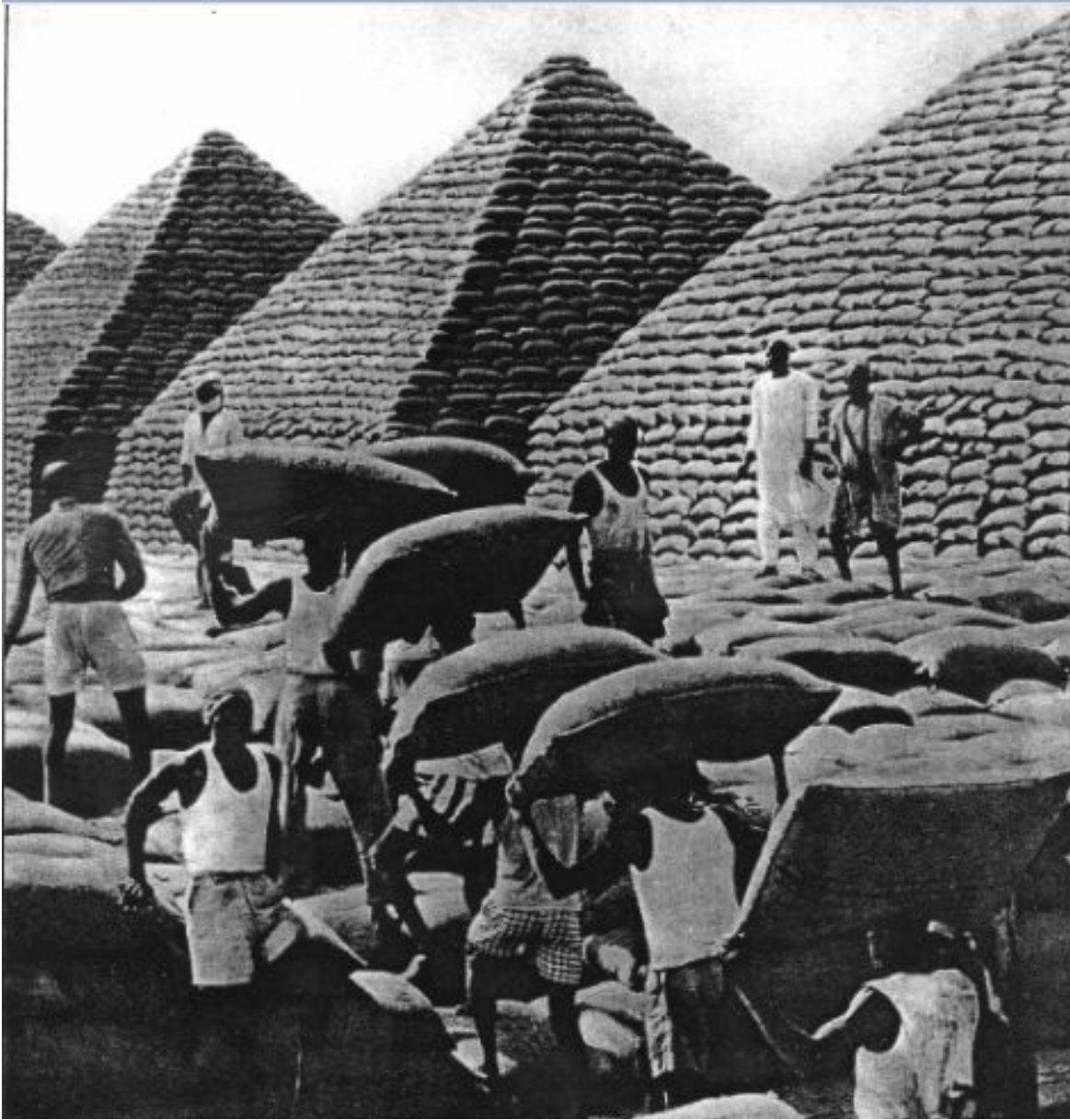
Them come all ye Teachers and Preachers and Fighters,  
Backed up by the Press and its wonderful writers,  
Let's give to this darkened and downtrodden nation  
A touch of the blessings of Civilisation.  
And our Christian 'Maxims' will work, you will see.



- **Placard 3.2I:** British cartoon showing the Chinese being savaged by European powers, and the poem *The Partition of China*, 1897  
*Imperial motives students might see here are political (Europeans depicted as animals competing for piece of China), economic (desire to trade in China to make cash), religious (Chinese depicted as heathen, calls on Christian duty to preach in China), and ideological (belief that foreigners should be "civilized" by Europeans).*



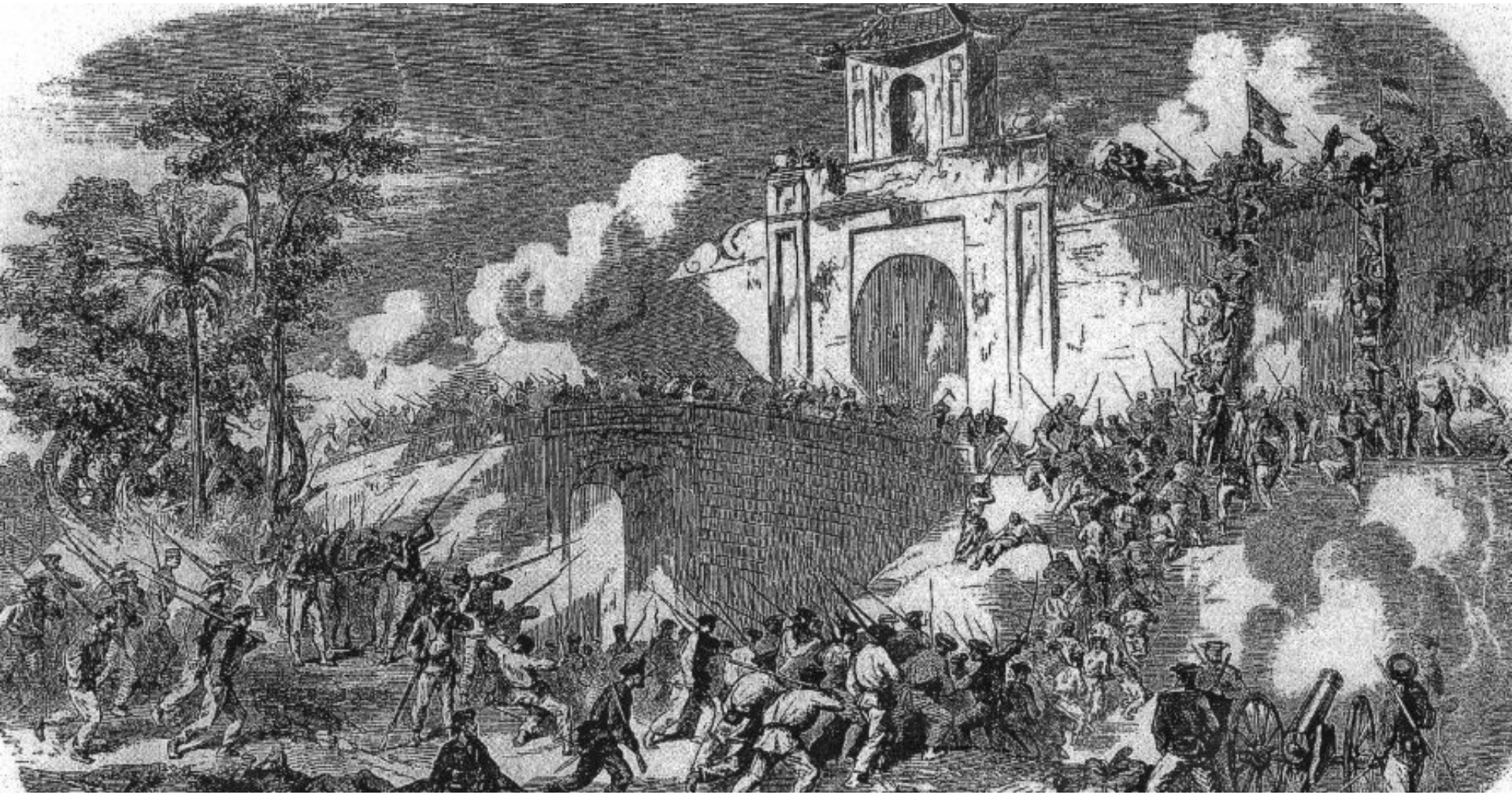
# Picture J



- **Placard 3.2J:** Bagged groundnuts in pyramid stacks in West Africa  
*An imperial motive students might see here is economic (Africans transporting indigenous goods).*



# Picture K



- **Placard 3.2K:** French capture of the citadel of Saigon, Vietnam  
*An imperial motive students might see here is political (exerting military force, battling for possession of territory, carrying flags to establish political control).*

# Picture L

**LIPTON'S** **TEAS.**

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

ONE OF  
**LIPTON'S TEA-GARDENS**  
**CEYLON**

**LIPTON**

**LIPTON'S TEAS.**  
FINEST THE  
WORLD CAN  
PRODUCE  
**1<sup>s</sup>/7** PER LB.  
NO HIGHER PRICE.  
**RICH PURE  
& FRAGRANT**  
**1<sup>s</sup>/2** and **1<sup>s</sup>/4** PER LB.

- **Placard 3.2L:** British Lipton Tea advertisement in the 1890s  
*Imperial motives students might see here are economic (goods from Ceylon transported to London, use of indigenous labor and resources, exportation of industrial technology) and political (gaining national prestige through international trade).*

# Picture M



- **Placard 3.2M:** British cartoon "The Rhodes Colossus," showing Cecil Rhodes' vision of making Africa "all British from Cape to Cairo," 1892

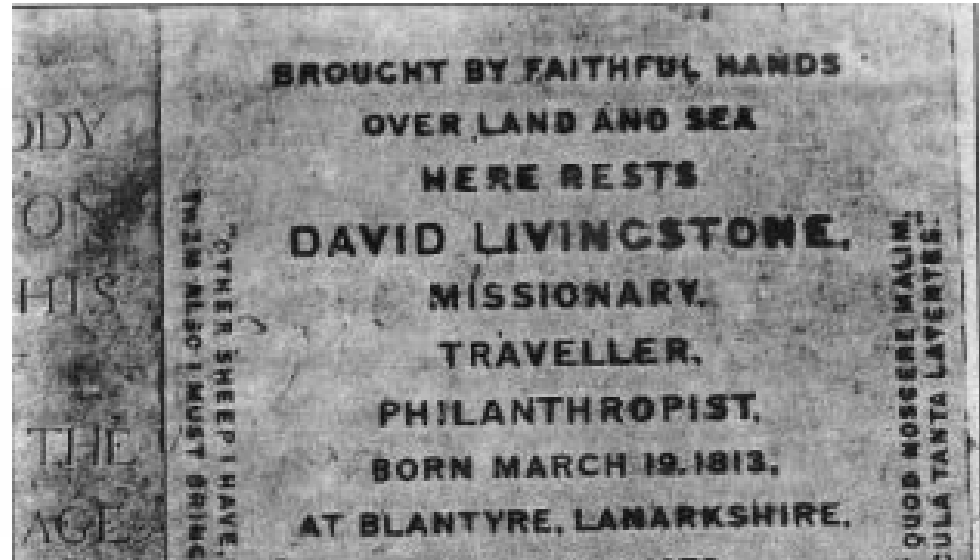
*Imperial motives students might see here are political (desire to control African territory, desire to boost national pride and gain power by winning colonies, desire to have military presence) and exploratory (exploring or venturing into unknown territory).*



# Picture N

I beg to direct your attention to Africa; I know that in a few years I shall be cut off in that country, which is now open: Do not let it be shut again! I go back to Africa to try to make an open path for commerce and Christianity; do you carry out the work which I have begun. *I leave it with you!*

—David Livingstone, 1857



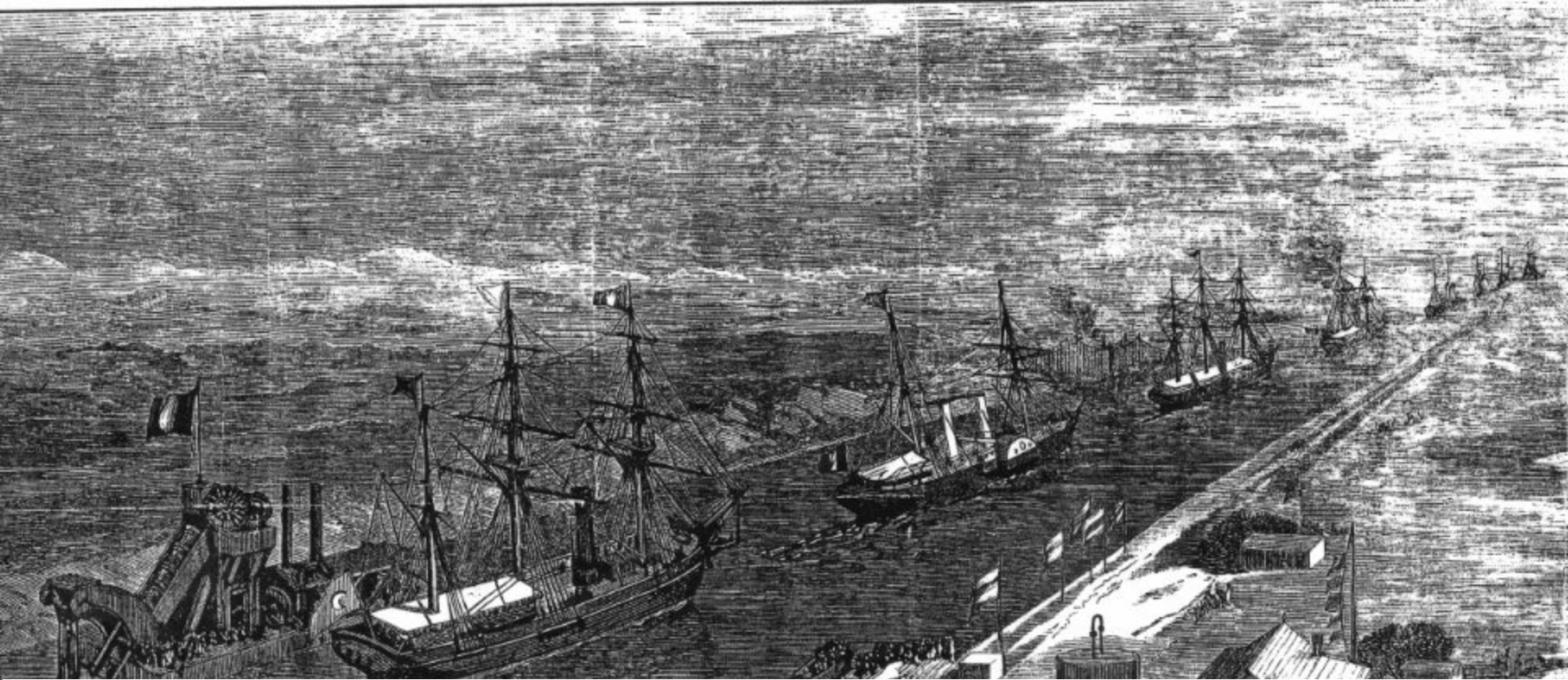
- **Placard 3.2N:** Epitaph and quote from missionary and explorer David Livingstone

The epitaph reads:

Brought by faithful hands over land and sea, Here rests David Livingstone, Missionary, Traveller, Philanthropist. Born March 19, 1813, at Blantyre, Lanarkshire. Died May 1, 1873, at Chitambo's Village, Ulala. For 30 years his life was spent in an unwearied effort to evangelize the native races, to explore the undiscovered secrets, to abolish the desolating slave trade, of Central Africa, where with his last words he wrote, "All I can add in my solitude, is, May the Heaven's rich blessing come down on everyone, American, English, or Turk, who will help to heal this open sore of the world."

*Imperial motives students might see here are religious (missionary who spreads his faith, desire to abolish the slave trade) and exploratory (traveled to discover secrets of Africa).*

# Picture O



- **Placard 3.20:** An imperial yacht passing through the Suez Canal in Egypt at the opening of the canal in 1870  
*Imperial motives students might see here are economic (exportation of transportation methods to improve trade) and political (boosting national pride and prestige by controlling foreign territories).*

# Discussion

1. Which motivation appeared the most?
2. Why do you think that was the most common motivating factor?
3. What similarities did you see between the different sources?
4. What perspective was missing from all of the sources?