

Teacher Overview Objectives

Close Read: “White Man’s Burden” and “Black Man's Burden”

NYS Social Studies Framework Alignment:

Key Idea	Conceptual Understanding	Content Specification	Objective(s)
<p>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)</p>	<p>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.</p>	<p>Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials.</p>	<p>Describe why historians examine the multiple perspectives of a historical event.</p> <p>Describe the impact of imperialism and the motives from different perspectives.</p>

1

Why do historians examine the multiple perspectives of a historical event?

Objectives: Describe why historians examine the multiple perspectives of a historical event.

Did imperialism have a positive or negative impact?

Directions: As historians, we all know the answer to this question has varying answers based on who you ask. Complete the chart below.

	Where might historians look to find more information about this person or group's perspective of imperialism?	How might this person or group respond to the question, "Did imperialism have a positive or negative impact?" Explain.
Colonized Indigenous People		
European Colonists		
European Missionaries		

Guided Practice: As a class, read the document below and annotate the text using the annotation guide.

Document 1

Context: Lord Lugard was a British soldier and explorer of Africa and colonial administrator, who was Governor of Hong Kong (China) and Governor-General of Nigeria (West Africa). In 1922, Lugard published *The Dual Mandate in British Tropical Africa* which discusses British rule in colonial Africa. In this work, he describes the reasons and methods for the colonisation of Africa by Britain.

Pre-Reading Question: Based upon the description of the author of the document, what perspective do you believe he holds about the impact of colonialism? Explain.

+	Positive descriptions of imperialism	-	Negative descriptions of imperialism	?	Questions
----------	--------------------------------------	----------	--------------------------------------	----------	-----------

... Let it be admitted at the outset [beginning] that European brains, capital, and energy have not been never will be, expended [spent] in developing the resources of Africa from motives of pure philanthropy; [goodwill]; that Europe is in Africa for the mutual benefit of her own industrial classes, and of the native in their progress to a higher plane; that the benefit can be made reciprocal [equivalent], and that it is the and desire of civilised administration to fulfil this dual mandate. By railways and roads, by reclamation [recovery] of swamps and irrigation of deserts, and by a system of fair trade and competition, we have to the prosperity and wealth of these lands, and [have] checked famine and disease. We have put an e

the awful misery of the slavetrade and inter-tribal war, to human sacrifice and the ordeals of the witch. Where these things survive they are severely suppressed. We are endeavouring [trying] to teach the native races to conduct their own affairs with justice and humanity, and to educate them alike in letters and in industry. . . .

Source: Lord [Frederick D.] Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1922, NYS Global Regents January

1a. What claim does Lord Lugard make about the impact of imperialism?

1b. Identify one specific piece of evidence that support the claim from question 1a.

Document 2

Context: Kwame Nkrumah led Ghana to independence from Britain in 1957 and served as its first prime minister and president. In 1963, he wrote a book called *Africa Must Unite* which called on total liberation of all African nations from European colonialism and unification of all African nations.

Pre-Reading Question: Based upon the description of the author of the document, what perspective do you believe he holds about the impact of colonialism? Explain.

+	Positive descriptions of imperialism	-	Negative descriptions of imperialism	?	Questions
----------	--------------------------------------	----------	--------------------------------------	----------	-----------

. . . When the great scramble for Africa began in the last quarter of the nineteenth century, colonies became a necessary appendage [extension] for European capitalism [...] They were all rapacious [greedy] they all subserved the needs of the subject lands to their own demands; they all circumscribed [limited] human rights and liberties; they all repressed and despoiled [violated], degraded and oppressed. They took our lands, our lives, our resources, and our dignity. Without exception, they left us nothing but resentment, and later, our determination to be free and rise once more to the level of men and women who walk with their heads held high. . . .

Source: Kwame Nkrumah, *Africa Must Unite*, International Publishers, 1970, NYS Global Regents January

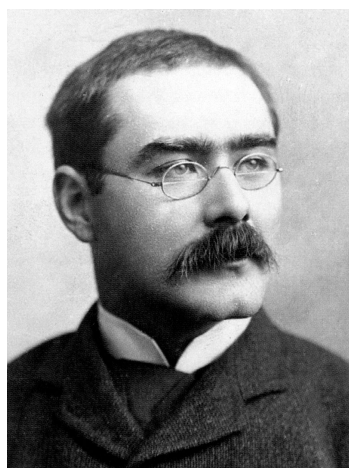
2a. What claim does Kwame Nkrumah make about the impact of imperialism?

2b. Identify one specific piece of evidence that support the claim from question 2a.

What perspective does *White Man's Burden* reveal about the impact and motives of 19th century imperialism?

Objective: Describe the impact of imperialism and the motives from different perspectives.

Directions: Read the excerpt below and respond to the questions.



Rudyard Kipling

Source:

[https://en.wikipedia.org/wiki/Rudyard_Kipling#/media/File:Rudyard_Kipling_\(portrait\).jpg](https://en.wikipedia.org/wiki/Rudyard_Kipling#/media/File:Rudyard_Kipling_(portrait).jpg)

Introduction

Rudyard Kipling was a British short-story writer, poet and novelist. Considered one of the most popular writers in Britain during the late 19th and early 20th centuries, Kipling eventually won the Nobel Prize in Literature. Kipling was born in Bombay, India in 1865. During this time India was under British control and many young British families lived in colonies like India. Kipling, like most young British people who lived in the British colonies, was sent to school in Britain before eventually returning to India. In 1898 Kipling began traveling to South Africa for winter vacations almost every year. There, he befriended Cecil Rhodes. In 1899 after spending some time living in the United States with his family, his famous poem, *White Man's Burden* was published in McClure's magazine with the subtitle *The United States and the Philippine Islands*. The poem coincided with the beginning of the Philippine-American War and U.S. Senate ratification of the treaty that placed Puerto Rico, Guam, Cuba, and the Philippines under American control. Thus, the poem became an appeal to the United States to take up the "burden" of empire building and uplifting the ignorant indigenous people, as had Britain and other European nations.

1a. Pre-Reading Questions: Contextualization

Who wrote <i>White Man's Burden</i>?	
When was <i>White Man's Burden</i> written?	
Where was <i>White Man's Burden</i> written?	
What type (primary source or secondary source) of document is <i>White Man's Burden</i>?	
What genre (letter, memoir, journal, edict, etc.) document is <i>White Man's Burden</i>? What does this reveal about the intended impact of this document?	
Who was the audience for <i>White Man's Burden</i> ?	
What was the perspective of the author? (Hint: What is the main interest or goal of the author?)	

1b. Why was *White Man's Burden* written?

1c. Why might the *White Man's Burden* be an important historical document? (How might this document help historians better understand this time period?)

1d. Based upon the title of the poem, what predictions can you make about the ideas that might be discussed in the excerpt you will read?

White Man's Burden, Rudyard Kipling (1899)

Directions: Read the excerpt of *White Man's Burden* below and respond to the questions. As you read, use the annotation guide below to mark your text.

+	Positive descriptions of imperialism	-	Negative descriptions of imperialism	?	Questions
---	--------------------------------------	---	--------------------------------------	---	-----------

- 1 Take up the White Man's burden--
- 2 Send forth the best ye breed--
- 3 Go bind your sons to exile
- 4 To serve your captives' need;
- 5 To wait in heavy harness,
- 6 On fluttered folk and wild--
- 7 Your new-caught, sullen peoples,
- 8 Half-devil and half-child.

“White Man’s Burden” came to be known as the the responsibility that that white colonizers believed they had to educate and civilize the indigenous people in the places they conquered.

1. In this stanza of the poem, the colonized people are referred to as “Half-devil and half-child” (li. 8). What does this reveal about how Kipling thinks of the indigenous people?

2. In this stanza, Kipling says “Take up the White Man’s Burden” or send “the best ye breed” or their sons to the colonies. There he wants them to “serve your captives’ [indigenous people’s] need”. What does Kipling believe the “half-devil and half-child” people need from the Europeans?

Source: <http://historymatters.gmu.edu/d/5478>

When historians are **SOURCING** a document, they consider who wrote a document as well as the circumstances of its creation to figure out if there may be bias.

- a. Is this document reliable source of information about the 19th century imperialism? Why or why not?
- b. How might this document be different if it were written by a conquered person?
- c. What does this document reveal about Kipling's's biases?
- d. Return to documents 1 and 2 from guided practice. Which of those documents best corroborate the perspective in *White Man's Burden*? Explain.

Check for Understanding:

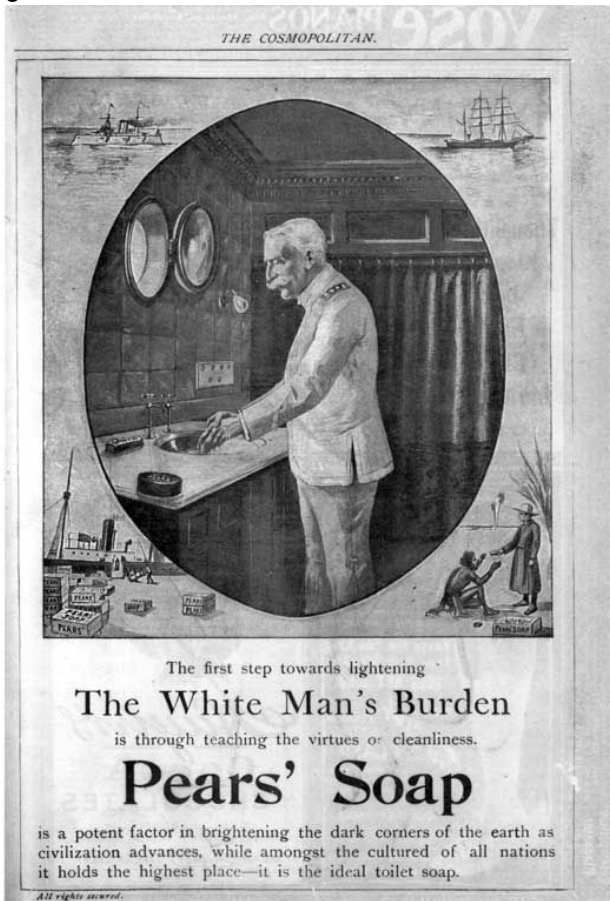
Based on this document, did imperialism have a negative or positive impact? Provide one piece of evidence.

Based on this document, what were the motives of imperialism? Provide one piece of evidence.

Image Corroboration: *White Man's Burden*

Directions: Examine the images below and respond to the questions.

Image 1



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

Source:

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

Image 2



The white man's burden, Detroit Journal cartoon (1898)

Source:

https://upload.wikimedia.org/wikipedia/commons/6/66/White_mans_burden_the_journal_det.JPG

Observations

Inferences

Questions

Does this image corroborate the ideas expressed in *White Man's Burden*? Explain.

Observations

Inferences

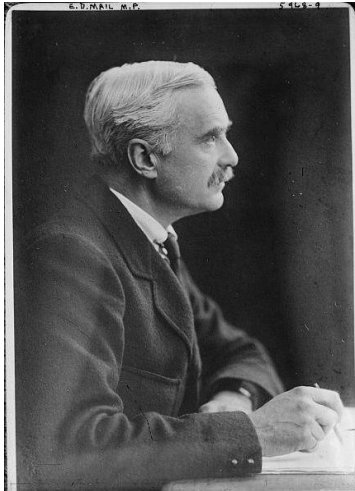
Questions

Does this image corroborate the ideas expressed in *White Man's Burden*? Explain.

What perspective does *Black Man's Burden* reveal about the impact and motives of 19th century imperialism?

Objective: Describe the impact of imperialism and the motives of European imperialism

Directions: Read the excerpt below and respond to the questions.



Edmund Morel

Source:

https://upload.wikimedia.org/wikipedia/en/7/7a/922_Edmund_Dene_Morel.jpg

Introduction

Edmund Morel was a French-born British journalist. He drew attention to imperial abuses and led a campaign against slavery in the Belgian Congo. In 1891, he began work for a Liverpool shipping firm in Brussels. Morel noticed that the ships leaving Belgium for the Congo carried only guns, chains, and ammunition, but no commercial goods. He also noticed that ships arriving from the colony came back full of valuable products such as rubber and ivory. Morel began to suspect that Africans were being forced into slave labor. In 1900, Morel decided to devote time to the campaign against the slave conditions in the Belgian Congo with a series of articles in the weekly magazine *Speaker*. In 1903, he founded his own magazine called the *West African Mail* which addressed increased imperialism in West and Central Africa. He published a weekly journal as well as pamphlets and a book. In 1904, the British House of Commons sent a consul to Congo to investigate the conditions there. The 1904 report confirmed Morel's accusations of slavery and mistreatment. Morel founded the Congo Reform Association which got the support of well known writers like Joseph Conrad and Mark Twain. Morel also relied on Christian missionaries whose eyewitness accounts, photographs of the atrocities helped to spread the word about the atrocities happening in the Congo. Believing that Rudyard Kipling's poem *White Man's Burden* showed only one perspective of imperialism, in 1920, Morel wrote *Black Man's Burden* as a response to *White Man's Burden*.

1a. Pre-Reading Questions: Contextualization

Who wrote <i>Black Man's Burden</i> ?	
When was <i>Black Man's Burden</i> written?	
Where was <i>Black Man's Burden</i> written?	
What type (primary source or secondary source) of document is <i>Black Man's Burden</i> ?	
What genre (letter, memoir, journal, edict, etc.) of document is <i>Black Man's Burden</i> ? What does this reveal about the intended impact of this document?	
Who was the audience for <i>Black Man's Burden</i> ?	
What was the perspective of the author? (Hint: What is the main interest or goal of the author?)	

1b. Why was *Black Man's Burden* written?

1c. Why might the *Black Man's Burden* be an important historical document? (How might this document help historians better understand this time period?)

1d. Based upon the title of the book, what predictions can you make about the ideas that might be discussed in the excerpt you will read?

***Black Man's Burden*, Edmund Morel (1920)**

Directions: Read the excerpt of *Black Man's Burden* below and respond to the questions. As you read, use the annotation guide below to mark your text.

+	Positive descriptions of imperialism	-	Negative descriptions of imperialism	?	Questions
---	--------------------------------------	---	--------------------------------------	---	-----------

1 It is [the Africans] who carry the “Black Man's
2 Burden.” [...] the white man has massacred the
3 African in heaps. [...]
4
5 [...]he white man has carved broad and bloody
6 avenues from one end of Africa to the other.[...] For
7 three centuries the white man seized and enslaved
8 millions of Africans and transported them, with
9 every circumstance of ferocious cruelty, across the
10 seas. Still the African survived and, in his land of
11 exile, multiplied exceedingly.
12
13 [...]hat the Maxim [machine gun] and the rifle, the
14 slave gang, labor in the bowels of the earth and the
15 lash, have failed to do; what imported measles,
16 smallpox and syphilis have failed to do; what even
17 the oversea slave trade failed to do, the power of
18 modern capitalistic exploitation, assisted by
19 modern engines of destruction, may yet succeed in
20 accomplishing.
21
22 [...]here is no escape for the African. Its
23 [Imperialism's] destructive effects [...] are
24 permanent. In its permanence resides its fatal
25 consequences. It kills not the body merely, but the
26 soul. It breaks the spirit. It attacks the African at
27 every turn, from every point of vantage. It wrecks

1. According to lines 1-3, who might Morel be responding to?

2. In lines 5-11 and 13-20, how does Morel describe the impact of imperialism on Africa?

3. According to Morel, how does imperialism affect the soul of Africans?

28 his polity [government], uproots him from the land
29 invades his family life, destroys his natural pursuits
30 and occupations, claims his whole time, enslaves
31 him in his own home...

32
33 [...H]e cannot accommodate himself to the
34 European system of monotonous, uninterrupted
35 labor, with its long and regular hours, involving,
36 moreover, as it frequently does, severance from
37 natural surroundings and nostalgia, the condition
38 melancholy resulting from separation from home,
39 malady to which the African is especially prone. [...]
40 When the system is forced upon him, the tropical
41 African droops and dies.

42
43 Nor is violent physical opposition to abuse and
44 injustice henceforth possible for the African in any
45 part of Africa. His chances of effective resistance
46 have been steadily dwindling with the increasing
47 perfectibility in the killing power of modern
48 armament [military weapons] ...

49
50 Thus the African is really helpless against the
51 material gods of the white man [...], the African will
52 go the way of the... Amerindian [indigenous people
53 in the Americas], ...the aboriginal Australian, and
54 many more. And this would be at once a crime of
55 enormous magnitude, and a world disaster...

56
57 [...]
58 That purpose is clear. It is to make of Africans all
59 over Africa a servile race; to exploit African labor,
60 and through African labor, the soil of Africa for the
61 own exclusive benefit...

62
63 [...]
64 Why cannot the white imperial peoples,
65 acknowledging in some measure the injuries they
66 have inflicted upon the African, turn a new leaf in
67 their treatment of him? For nearly two thousand
68 years they have professed to be governed by the
69 teachings of Christ. Can they not begin in the
70 closing century of that era, to practice what they
71 profess – and what their missionaries of religion
72 teach the African? Can they not cease to regard the
73 African as a producer of dividends [profits] for a
74 selected few among their number, and begin to
75 regard him as a human being with human rights?

4. According to Morel, how does imperialism and labor expectations impact Africans?

5. According to Morel, how have Africans responded to European imperialism? How have the colonists responded?

6. In line 51, Morel writes, “Thus the African is really helpless against the material gods of the white man”. What does he mean by “material gods”? What does it mean to be “helpless against these material gods”?

7. In lines 51-55, Morel writes, “ the African will go the way of the... Amerindian [indigenous people in the Americas], ...the aboriginal Australian, and many more. And this would be at once a crime of enormous magnitude, and a world disaster...” Using your prior knowledge, what happened to the Amerindians? What warning is Morel giving about the fate of colonized Africans?

8. What does Morel argue is the purpose of imperialism?

9. Who does Morel ask “white imperial peoples” to be more like? Why does he ask them to be more like this?

10. How does Morel feel Africans are treated? How does he want them to be treated instead?

When historians are **SOURCING** a document, they consider who wrote a document as well as the circumstances of its creation to figure out if there may be bias.

- a. Is this document reliable source of information about the 19th century imperialism? Why or why not?
- b. How might this document be different if it were written by a Congolese person?
- c. How might this document be different if it were written by King Leopold's supporters?
- d. What does this document reveal about Morel's biases?
- e. Return to documents 1 and 2 from guided practice. Which of those documents best corroborate the perspective in *Black Man's Burden*? Explain.

Check for Understanding:

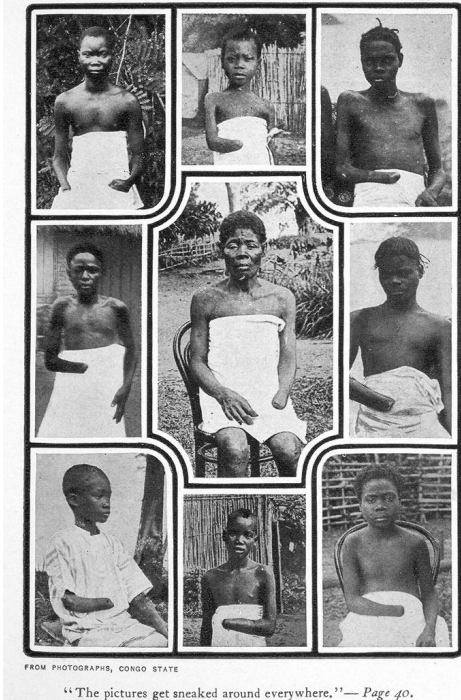
Based on this document, did imperialism have a negative or positive impact? Provide one piece of evidence.

Based on this document, what were the motives of imperialism? Provide one piece of evidence.

Image Corroboration: *Black Man's Burden*

Directions: Examine the images below and respond to the questions.

Image 1



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/producti areas in the rainforest and on plantations where Congolese Africans were enslaved and forced to collect rubber. They suffered amputation 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

Image 2



THE WHITE (?) MAN'S BURDEN.

A cartoon by William H. Walker satirizing the concept of the white man's burden, from *Life* magazine (1899)

Source:

https://en.wikipedia.org/wiki/The_White_Man%27s_Burden#/media/File:The_white_mans_burden.gif

Observations

Inferences

Questions

Does this image corroborate the ideas expressed in *Black Man's Burden*? Explain.

Observations

Inferences

Questions

Does this image corroborate the ideas expressed in *Black Man's Burden*? Explain.

Synthesis

When historians are **corroborating** historical evidence, they compare and contrast documents to identify differences and similarities in the way events, people, places or ideas are explained.

a. Is reading one document on the 19th century imperialism enough to *fully* understand what 19th century imperialism was like? Why or why not?

b. With all primary sources, there are limitations and historians need to corroborate pieces of evidence with other pieces of evidence to have a clearer understanding of 19th century imperialism. Historians look at a variety of corroborating pieces of primary source evidence such as:

- diary entries
- letters
- speeches
- articles
- official government documents
- statistics
- photographs
- books

Directions: Identify and describe three other types of evidence and explain how that would help you a historian gain a clearer understanding of 19th century imperialism.

<hr style="width: 20%; margin: 0 auto;"/> (primary source type)	<hr style="width: 20%; margin: 0 auto;"/> (primary source type)	<hr style="width: 20%; margin: 0 auto;"/> (primary source type)
This piece of evidence would describe	This piece of evidence would describe	This piece of evidence would describe
This corroborating piece of evidence would help a historian to better understand 19th century imperialism because	This corroborating piece of evidence would help a historian to better understand 19th century imperialism because	This corroborating piece of evidence would help a historian to better understand 19th century imperialism because

c. Based on the two accounts of imperialism you read, what are the similarities? What are the differences?